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**U.S. Army Research Institute
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Research Report 1573

Analysis of the 1990 ARI Survey of Employers

**Connie J. Schroyer, Linda A. Hansen,
and Pasquale A. Lerro**
HumRRO International, Inc.

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This volume presents the analyses of those data related to Army advertising policy and transition to reduced military personnel strength. - Summary -

For the purpose of this study, the following data were analyzed: Army advertising, Army personnel strength, and Army advertising policy.

Analysis of the 1990 ARI Survey of Employers

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FOREWORD

The 1990 Army Research Institute for the Behavioral and Social Sciences (ARI) Survey of Employers is the first large-scale Army-sponsored survey to question America's employers about their perceptions of Army veterans as potential job applicants. Originally developed to support Army advertising campaigns that emphasize the civilian career relevance of Army training and experience, the research also provides timely information related to transition management planning. This survey focused on providing information about employers' perceptions of the availability and importance of those skills, abilities, and personal characteristics that may be acquired by first-term soldiers.

ARI's participation in this effort is part of an ongoing program of research designed to enhance the quality of Army personnel. This work is an essential part of the mission of ARI's Manpower and Personnel Policy Research Group (MPPRG) to conduct research to improve the Army's ability to effectively and efficiently recruit personnel. The 1990 ARI Survey of Employers was sponsored by the U.S. Army Recruiting Command and the Office of the Assistant Secretary of Defense for Reserve Affairs (OASD/RA) National Committee for Employer Support of the Guard and Reserve.

Results of the 1990 ARI Survey of Employers have been provided to the Deputy Chief of Staff for Personnel, the Director, Program Analysis and Evaluation (DA, PA&E), the Commander, U.S. Army Recruiting Command, the OASD/RA Director, National Committee for Employer Support of the Guard and Reserves, and the Coordinator of The Advertising Council, Inc.



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We would also like to thank Dr. Timothy Elig, ARI, who provided expert advice on the sampling and weighting procedures; MAJ Donald Bradford of the U.S. Army Recruiting Command, who served as a liaison to USAREC; and Ms. Susan Weyrauch and the staff at Data Recognition Corporation, who produced the surveys and created the databases and accompanying documentation.

Special thanks are extended to the points of contact who facilitated and arranged the data collection meetings with first-term enlisted personnel: LTC Dee H. Caudill of the U.S. Marine Corps, MAJ Lee Reeves, Jr. of the U.S. Army, MAJ Valerie Elbow of the U.S. Air Force, and LT Peter Barello of the U.S. Navy. Without their cooperation and assistance, the attribute statements could not have been developed.

Last, we would like to thank all the employers who took the time to complete and return our surveys. Their participation in this research is appreciated.

ANALYSIS OF THE 1990 ARI SURVEY OF EMPLOYERS

EXECUTIVE SUMMARY

Requirement:

To obtain information concerning the attitudes, perceptions, and awareness of private sector employers about the skills, abilities, and other characteristics of first-term Army enlisted soldiers.

Procedure:

The 1990 Survey of Employers was mailed to a stratified random sample of presidents/owners or chief executive officers of 2,145 private-sector companies. The survey collected information from the companies regarding evaluative judgments, behaviors, attitudes, and demographics.

The evaluative judgments elicited information on how employers rated the importance of the listed skills and abilities for entry-level success in their respective companies. Corresponding with the importance ratings, employers were asked to what extent they agreed or disagreed that enlisted Army veterans possess such skills and abilities. A third rating scale asked employers if Army veterans have less, the same, or more of each attribute than job applicants in general. Other skills and abilities not included in the questionnaire were obtained through an open-ended questionnaire item.

Behavioral and attitudinal questionnaire items addressed personnel policies and practices that may affect veterans and their employability. Questions were asked about company policies and attitudes toward veteran applicants and company employment practices and hiring authority.

Demographic information was obtained for each company from the Dun's Marketing Services' database. The sample was selected by first dividing all companies in the database into four size groupings by number of employees: 1-10, 11-100, 101-500, and over 500. Companies were then selected proportional to the population for each company type and region combination. A total of 2,002 surveys reached the companies and 664 were returned, for a response rate of 33 percent. Missing data on questionnaires and the requirements of the weighting scheme resulted in 581 usable respondents for analysis purposes. Each company's data were weighted to reflect its proportion in the total population of

businesses. As small businesses represent the largest number of companies in the country, the smaller the business, the greater the weight for that company's responses. However, readers are cautioned that the total number of employees represented by each company size group should also be considered in determining the impact of the weights. Small companies in the sample may represent more companies in the population, but each company affects a smaller number of employees and a smaller number of job applicants. Although small companies with less than 100 employees represent 98 percent of total companies, they only account for 55 percent of the work force employed by private companies. The remaining 45 percent of the private work force are employed by the 2 percent of medium and large companies.

All data described in this report are based on weighted data. Differences by employee size group are illustrated to demonstrate differences that may be masked by the large weights assigned to the small companies. In addition, all significance tests were performed controlling for the inflation in error variance that may have occurred as a result of grouping the companies before drawing the random sample.

Findings:

What skills and abilities do employers want? The most important attributes for entry-level success (those where 90 percent or more of the companies rated the attribute important) are the attributes of dependability, listening to instructions, caring for company property, seeking clarification, efficiency, enthusiasm, respect for others, punctuality, showing good judgment, working as a team member, sticking with a task until completion, and self-discipline. Overall, the ratings are fairly consistent and positive for all types of companies. However, there is a trend for the smaller companies to rate the attributes as more important than larger companies.

Do Army veterans have these important attributes? Army veterans are seen as having a number of attributes by 50 percent or more of the companies. These attributes are dependability, listening to instructions, seeking clarification, respect for others, punctuality, working as a team member, self-discipline, cooperativeness, professionalism, safety awareness, self-confidence, ability to operate equipment, physical fitness, and ability to adapt to unusual work environments. Of the attributes rated as most important by employers (90 percent or more rated them as important), seven of the twelve are seen as being possessed by Army veterans by a majority of American businesses. Employers who actually employ veterans are more likely to agree that veterans have the stated attributes on almost all of the skills and abilities. These employers also saw the following attributes as being possessed by Army veterans: seeking clarification, sticking with a task, professionalism, absorbing training quickly, ability to adapt to new situations and operate equipment, and explaining ideas clearly.

Do Army veterans have more, the same, or less of the attributes than other job applicants? Very few companies felt that veterans had less of any of the attributes than job applicants in general and most felt that veterans had more or at least the same amount. Most of those same attributes that employers agreed Army veterans possessed were also those that employers felt veterans had more of than applicants in general. At least one-third of the employers felt Army veterans are more dependable, respectful, punctual, able to work as a team member, self-disciplined, cooperative, professional, self-confident, adaptable, able to operate equipment, physically fit, and capable of withstanding unusual work environments.

What opportunities for training do employers provide? Only 20 percent of the businesses report that they provide any kind of formal job-skills training. More large companies provide this than small companies. Given the growing number of people working for small businesses, the situation is not likely to improve.

What do America's employers know about veterans? Only about one-third (33 percent) of American employers knew that 90 percent or more of Army new recruits entering since 1984 have had high school diplomas. Fifty percent felt that all branches of the military prepare veterans for their entry-level jobs and 37 percent felt that the military service does not prepare people for jobs in their organizations. The remaining companies voiced a preference for one branch over the others. It was found that most of the companies that require vocational/technical training, a GED, a high school diploma, or an associate degree felt that the military prepared people for their entry-level jobs. However, the companies requiring no high school diploma, a bachelor's degree, or a graduate degree felt that the military did not prepare veterans for their entry-level jobs. Of particular significance, 57 percent of American employers have little or no knowledge about the skills and abilities of Army veterans working for their company.

Will employment practices and policies help or hinder veterans seeking civilian employment? Newspaper advertisements are the most popular source of new employees (30 percent), followed by employee referrals (19 percent), other sources (19 percent), and walk-in traffic (19 percent). Final hiring decisions are usually made by the present/owner of the company (62 percent). However, there are differences by size of company. Upper-level managers usually make the hiring decisions in medium-sized (56 percent) and large (50 percent) companies. Also, the majority of American businesses primarily promote from within (83 percent). Few companies have a formal policy for the recruitment and hiring of veterans (31 percent), and only about one- to two-thirds of the companies, dependent on the size, ask applicants if they are veterans either on an application or during an interview.

What is the likelihood companies will hire veterans? The larger the company, the more likely it is to feel that the military prepares veterans for its entry-level jobs. Eighty-five percent of the large companies believe military veterans are prepared for their entry-level jobs. Only 61 percent of very small companies find this to be true. Also, wholesale

and retail businesses, and transportation, communication, utilities, finance, real estate, and services industries had more favorable views of veterans. However, the agriculture, mining, construction, and manufacturing industries are more apt to hire veterans. Companies in the southeastern region of the country have more favorable views of veterans than companies in other geographic areas.

How can veterans market themselves for civilian jobs? Army veterans are seen to possess those attributes important for entry-level success as much or more than job applicants in general. In addition, companies employing no veterans had a lower level of knowledge about Army veterans' possession of the attributes of absorbing training quickly, seeking clarification when necessary, and sticking with a task until completed than companies with veteran employees. Veterans must highlight these characteristics during interviews and in resumes, particularly when dealing with small businesses.

Utilization of Findings:

All of the attributes listed are rated as important or very important by a majority of the employers. The attributes they rate as most important for entry-level success are the more basic type of general work characteristics that define a dependable, conscientious individual who can follow instructions, ask for help when necessary, and get the job done efficiently and effectively. Leadership, initiative, and a search for added responsibility are seen as less important for entry-level workers.

Army veterans are seen to possess some of these important attributes, but not to the extent that they are desired by employers. These findings do not necessarily indicate that a majority of employers are not impressed with veterans. However, based on these data, it is logical to conclude that there is a distinct lack of awareness by employers about the quality of Army veterans.

The recommendation for Army advertising is to focus on the basic attributes employers want for entry-level jobs. These attributes may not sound as glamorous as leadership, problem-solving skills, and initiative. However, the credibility of the commercials is likely to be increased by focusing on the types of attributes that Army soldiers will have the opportunity to acquire during their first term of service. In addition to focusing on the attributes obtainable during service, other outcomes should be emphasized such as the educational requirements, passing of the Armed Services Vocational Aptitude Battery (ASVAB), receiving Army educational benefits, and acquiring technical skills. These outcomes could also attract youth to the Army, as well as making them more attractive to potential employers. Finally, given the significant number of companies who are not familiar with veterans, (and what veterans can offer in the way of desired attributes), the Army should consider an advertising campaign directed at corporate America.

Develop employer awareness. Survey results indicate that many employers are not aware of the profile of veterans and what Army veterans have to offer. In marketing terms, there is a tremendous opportunity for "market expansion" to support both recruiting and transition programs.

Enter consortia with private industry and veterans organizations. Assistance of the Department of Labor and employment services will be of limited use separating veterans. Much more effective would be greater involvement and support to military associations such as the Noncommissioned Officers' Association, the Association of the U.S. Army, and others who already sponsor a limited number of job fairs, and who run computer-matched job placement services.

ANALYSIS OF THE 1990 ARI SURVEY OF EMPLOYERS

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ANALYSIS OF THE 1990 ARI SURVEY OF EMPLOYERS

Introduction

The U.S. Army is faced today with many challenges: the pressure to change force structure due to changes in Eastern Europe; potential significant reductions in end-strength driven in large part by congressional efforts to reduce the budget deficit; and domestic labor market fluctuations that strongly affect the Army's ability to recruit qualified soldiers.

Events such as those occurring in Eastern Europe are affecting important manpower and personnel policies within the Army. Downsizing of the military services will release a large number of Army veterans into the civilian workplace much earlier than planned. This will require Army policies geared toward preparing these Army veterans for a smooth transition from military to civilian life. Although the overall number of new recruits needed by the Army will decrease, the prospect of fewer recruiters will mean that recruiting may continue to be as difficult, if not more so. The labor market situation is not expected to improve because the overall number of 18- to 24-year old men and women will continue to decline through 1996. Within ten years, there will be 20 percent fewer service-age youth available from which the Army may recruit.

Objectives

The purpose of the present research was to obtain information about civilian employers' perceptions of Army-acquirable general skills, abilities, and other characteristics that are available to all first-term Army soldiers. The 1990 ARI Survey of Employers measured how civilian hiring policy makers perceive the availability and importance of the general skills and abilities men and women acquire during service in the Army. Major emphasis was placed on identifying those attributes that employers consider important for entry-level success in organizations.

These survey data are being used to develop a model of the influence of civilian employers' attitudes and practices (veterans' skills and abilities, job placement, and hiring methods) on Army enlistments and reenlistments. The present research extends previous research on influencers of the enlistment decision-making process by explicitly identifying those factors valued by civilian employers. Just as the attitudes and perceptions held by the family and friends of America's youth may influence enlistment behavior, the value placed on military experience by employers may influence the enlistment decision process. The opinions of employers can affect the decision of youth to enlist or not to enlist, as positive attitudes toward Army veterans suggest more favorable treatment after return to civilian life. However, until now, we did not know what these attitudes were.

The specific objectives of the 1990 ARI Survey of Employers were to:

- 1) provide national estimates of employers' views on the importance of various attributes for entry-level success;
- 2) provide national estimates of employers' views on the extent to which Army veterans were perceived as possessing these attributes;
- 3) provide national estimates of employers' recruiting/hiring/training practices, and;
- 4) compare differences in responses by size of company, by type of company, and by region.

In addition to the original objectives of the research, survey information obtained about the employment practices of American companies could also be helpful in the counseling of veterans leaving the Army.

Organization of the Report

This report presents background information on the recruiting environment as it exists today and as it is expected to look in the future. The role of advertising and how the survey results will be useful for future advertising campaigns is also discussed. The literature relevant to this research is briefly reviewed and summarized, and some of the current Congressional and Department of Defense thought about legislation and programs needed to assist veterans leaving the Army.

The survey's methodology is described in sufficient detail to allow the reader to understand the general flow of the data collection process. However, complete technical details are found in a separate technical manual (Schroyer, Hansen, & Benedict; In preparation). Survey findings and their implications for advertising and recruiting policy decisions as well as for transition management are discussed. This report concludes with a summary of findings and recommendations.

Background

The Recruiting Environment. From a national perspective, recruitment is becoming an increasingly critical issue. Forecasted population trends and demographics are receiving much attention throughout the public, private, and academic sectors. The Human Resources Council of the American Management Association (AMA, 1988), lists recruiting as one of the most serious challenges facing corporate America: The shrinking labor market...and the increasing number of high school dropouts - particularly among minority groups - are factors that...companies will have to deal with. The potential

dearth of skilled young people for entry-level positions comes in the midst of an information explosion that requires workers to have more advanced technical training than ever before.¹

There are significant warnings regarding the erosion of our educational preparation. Reports such as *A Nation at Risk* (Department of Education, 1983), *Work Force 2000* (Johnston & Packer, 1987), and *America's Next Crisis: The Shortfall in Technical Manpower* (Aerospace Education Foundation, 1989), project grim forecasts about deficiencies in basic skills such as comprehension and math, and in science and technical skill development. One often reads of the declining skill level of entry workers as skill level requirements for old and new jobs are increasing.

As for changing demographics, it is projected that 21 million people will enter the work force between the years 1986 to 2000. Five of every six (17.5 million) entrants will be either female, minority, or immigrants. Although these projections have not yet been refined by cohort group, they indicate the need to address the unique issues presented by each of these segments. These issues range from child care and work environment, to testing, skill utilization, and language barriers.

With higher technical job requirements for fewer qualified or trainable people, companies are reexamining their recruiting programs and methods, pay practices, and anticipating changes in their training and development programs and methods. Companies are recognizing that recruiting is becoming a more competitive situation. Even in an era of corporate downsizing, employee recruitment has become a high priority. Industry, competing harder, is abandoning old-style recruiting techniques and increasing recruitment expenditures. In a survey of 600 companies commissioned by the American Management Association, respondents reported a 70 percent increase in recruiting expenditures just from 1986 to 1988 (Herren, 1989).

Private business recognizes that there are serious shortages of qualified job candidates. Many companies are taking actions that will place corporate America in increasing competition with the military for scarce human resources. Business is placing much more emphasis and prioritization on recruiting. In addition to improved compensation packages and creative working conditions, coalitions are being formed with academic institutions, and the number of in-house training programs are being increased in order to attract qualified candidates. As firms intensify their recruiting efforts and design better incentives in the form of compensation packages, education, and training, they are beginning to create a competitive marketplace. At least for the larger firms, private industry is increasing its penetration of that which has been largely occupied by military recruiters--the market of smart, but unskilled, young men and women.

The effects of changing demographic patterns and the increasing competition for a diminishing labor force have significant implications for the Army. Sustaining an

¹American Management Association Council Report, Vol. 2, 1988, N.Y.

effective recruiting program over the next decade will present a major challenge to Army manpower decision makers, planners, and recruiting managers. Even with reduced numerical recruiting objectives, the recruiting program will require a substantial research and analysis investment on both the supply and the demand sides of the manpower equation if the Army is to maintain a competitive edge.

Compounding the problem of a more competitive labor market is the misperception that the Army, because of lower recruiting objectives, may experience an "easy" recruiting environment. Such beliefs are erroneous and risky. It is apparent that any reduction of recruiting objectives will eventually be met with commensurate reductions in recruiting resources. At the same time, decision makers have already initiated action to raise quality standards given an overall reduction in numbers. If the reduction in recruiting goals is met with a comparable reduction in recruiters or resources at the same time standards are tightened in a more competitive marketplace, the remaining recruiters will be forced to process even greater numbers of applicants per recruiter to achieve mission, thereby placing even further stress on the individual recruiter.

The Role of Advertising. The Army has long recognized that advertising is communication to build awareness, create a lasting positive brand-image, affect attitudes, and influence recruiter-related behaviors -- all to make the recruiter more successful in obtaining appointments with youth and ultimately accessions. The U.S. Army Recruiting Command (USAREC) wants to ensure that its advertising program is credible, attractive, and powerful -- credible from the sense of perceived truthfulness; attractive from the sense of reputation, mental, and physical attributes, and; powerful from the sense of motivating to either make aware, accept, or move to action.

The Army also recognizes that no amount of marketing or advertising will be effective unless the target audience believes the product, in this case a military enlistment, is a good one. Unless the Army has a sound image and a set of quality programs, options, and incentives, and the youth market and youth influencers perceive them as such, no amount of dollars or creativity in marketing and advertising will sustain a strong recruiting program. Consequently, Army manpower planners and recruiting managers have expended a great deal of time and effort in conducting research aimed at identifying and understanding the marketplace. That knowledge has been used to develop the types of programs, policies, and incentives necessary to attract high quality youth to the Army. Additionally, much time and effort is expended in evaluating the effectiveness of the advertising messages used to communicate the Army offerings.

Focus of This Survey. The Army has historically targeted the college-bound youth market for its Army College Fund and G.I. Bill benefits. In addition, the benefits of specific technical job-skill training have been used to attract youth to technical jobs within the Army. However, one aspect of the Army's most recent approach to attract youth is the general kinds of characteristics, skills, and abilities that may be acquired while serving in the Army. For example, self-discipline, respect for authority, ability to absorb training quickly, and self-confidence are all attributes that would be expected to be developed during military service. The strategy of emphasizing these attributes as

important to employers is relevant to all youth (because even college-bound youth will be entering the job market someday), as well as across all Army occupations, even nontechnical jobs.

From data gathered in previous research projects, the Army knows that one of the principal reasons listed by a large segment of the youth population for joining the Army is their perception that an Army enlistment would better prepare them for civilian employment. The logical question about that perception would be whether or not civilian employers supported that belief. That is, do civilian employers believe that Army veterans are better prepared to enter the civilian work force than their non-veteran counterparts? Combining the knowledge of what attracts the work-bound segment of the youth market with an assessment of employers' values and perceptions would provide valuable input to the development of USAREC's recruiting strategies and advertising campaigns.

If research were to show a strong relationship between attributes valued by employers and attributes possessed by Army veterans, the result would be a strong basis for advertising and recruiting purposes. Thus, one purpose of this survey was to obtain information about the skills and abilities valued by civilian employers along with their opinions about the extent to which Army veterans possess these skills.

Several recent studies have dealt with the skills valued by employers. In the 1984 *Survey of Employer Needs* (Levine, 1984), developed by the Committee for Economic Development (CED), the following attributes were identified by employers as being most important for entry-level success: punctuality and dependability in getting to work, listening carefully to instructions and correctly carrying them out, displaying pride and enthusiasm in doing the work well, absorbing training quickly, and working cooperatively with other people. Employers contended that the most important attributes were also the most difficult to find in their pool of potential employees.

A report published by Department of Labor and the American Society for Training and Development, *Workplace Basics: The Skills Employers Want* (Carnevale, Gainer, & Meltzer, 1988), acknowledged that employers are increasingly having to create rather than hire skilled employees. Skills listed as essential were reading, writing, math, problem-solving, listening, oral communication, creative thinking, self-esteem, goal-setting/motivation, personal and career development capabilities, interpersonal and negotiation skills, teamwork, organizational effectiveness, leadership abilities, and knowing how to learn. Deficiencies in these skills were determined to be barriers to entry-level employees, experienced employees, and dislocated workers who are trying to adapt to economic and technological changes found in employing institutions.

In summary, it appears that employers value skills involving personal growth and commitment to the organization rather than highly developed, specific skills. These and several other studies (Hazler & Latta, 1987; Young, 1986) report that the specialized skills are often unique to the organization, so it is best to train the employee after being

hired. In addition to basic math and reading skills, the skills that are in greater demand are the more adaptive skills such as interpersonal communication, dependability, and ability to learn.

The second issue, the value of military service in the post-draft era, has also been studied previously. For example, a 1986 study conducted at Temple University's Center for Labor and Human Resources Studies assessed the extent that service in the military is a good career investment for young men (Daymont & Andrisani, 1986). The major findings were favorable toward military service enlistment. The researchers found that although the earnings of servicemen and women were lower than those of their civilian counterparts at the time of separation from the service, after one to four years their earnings surpassed the earnings of those who had never served.

Particularly relevant is the finding that differences were small between the civilian earnings of combat arms veterans and those who worked in technical specialties. This suggests that it may be the more adaptive, general skills developed during service that help veterans obtain jobs, not necessarily specific technical training. The authors concluded that the economic success of veterans is the result of the tools received while in the military. They identified the mechanisms that assist veterans with their success as:

- (1) technical training;
- (2) work attitudes such as self-confidence;
- (3) opportunities to develop and display leadership skills in the military;
- (4) signaling effects such as experience acting as a substitute for educational credentials, and;
- (5) military educational benefits (Daymont & Andrisani, 1986, p.59).

However, one area where there is a paucity of research is the relationship between the skills employers value and their attitudes regarding the skills and qualifications of military veterans. The 1990 ARI Survey of Employers is a first attempt at gathering the types of data necessary to make that association.

Transition Management. Although the primary intent of the Employer Survey was to assist with recruiting, these data were also evaluated to determine if they could provide information useful in managing a force downsizing. Coincident with the Employer Survey's administration, Army senior leadership and manpower planners were concentrating on the implications of rapidly changing world events and congressional debates related to Service budgets and end-strengths. It became evident that there would be significant end-strength reductions. In fact, at the request of Congress, the Secretary of Defense submitted an outline for a 25 percent DoD-wide end-strength

reduction, with the Army absorbing 30 percent of the reduction. There have been wide-ranging discussions about the level and timing of the reductions, as well as various proposals to assist enlisted personnel who will be forced back to civilian life.

As stated by Senator John Warner (R, Va.), "Transition assistance for service members will be, without a doubt, the single most important piece of legislation we will enact for the military in the coming year." Members of Congress, the Secretary of Defense, and the Services have proposed programs to aid the transition to civilian life by service members involuntarily forced to separate. Although the content varies, it appears that the majority of proposals include the following elements: severance pay, transitional health coverage, permission to remain in base housing for a period of time after separation, extended unemployment benefits, job counseling, and relocation services. A number of proposals also include elements of job training. Sergeant Major of the Army Julius Gates spoke for those service members affected by the draw down when he stated, "Soldiers need assistance to make the transition with dignity and respect." The Secretary of Defense addressed the present and future when he stated, "If we are going to recruit talented people in the future, we must maintain a track record for treating people fairly, especially when times are tough."

The lessons learned from the 1967-1969 Project Transition program were reviewed in terms of their relevance to the current transition. In late 1967, the Department of Defense was directed to "make available, to the maximum extent possible, in-service training and educational opportunities which will increase their chances for employment in civilian life" (Wool & Flyer, 1969). The program objectives were very similar to those being discussed today: counseling, job placement, skill enhancement, and education. Initial estimates were that of 900,000 servicemen who would separate each year, 350,000 would probably need counseling, and of those, 150,000 would need skill training, and many others would need placement assistance.

The guidelines of Project Transition were very similar to those being discussed today:

- (1) Support would be available to persons with one to six months service remaining;
- (2) Top priority would be given to those with combat skills and those with no previous civilian occupation or skill;
- (3) Participation would be voluntary;
- (4) Counseling and skill training would be offered;
- (5) Support would be solicited from local industries to provide training, and;
- (6) The U.S. Employment Service and private industry would collaborate on job placement assistance.

Although Project Transition brought together a wide range of services from public and private sources, the program did not reach many in the target population. In particular, it did not adequately reach those personnel located overseas, those at sea, and those scheduled to separate at a port of entry. The decentralized aspect of the program and the limited usefulness of job counseling services were also judged to have lessened the effectiveness of the project. One goal of the Survey of Employers project was to provide valuable input into the proposals developed to deal with the current transition; another goal was to avoid some of the mistakes made in the earlier transition.

Methodology

The 1990 Survey of Employers was mailed to presidents or chief executive officers of 2,145 private companies. The survey collected information about the companies' evaluative judgements, behaviors, attitudes, and demographics. A copy of the 1990 ARI Survey of Employers questionnaire is found in Appendix A.

Survey Content

The evaluative judgements elicited information on how employers rated the importance of the various skills and abilities for entry-level success in their respective companies. To account for skills/abilities not mentioned in the questionnaire that the employers might consider important, an open-ended response was permitted for naming such attributes. To maintain correspondence with the importance ratings, each skill and ability was named again and respondents were asked to evaluate the degree that they either agreed or disagreed with the statement that enlisted veterans who serve one term of service in the Army possess each listed attribute. A third rating scale required respondents to indicate if Army veterans have less, the same, or more of each attribute than job applicants in general.

The behavioral and attitudinal questions addressed personnel policies and practices that may affect veterans and their employability. Questions were asked about their company policies toward veteran applicants, who makes the final hiring decisions, attitudes toward veterans, and other types of questions about company employment practices.

Sampling

Demographic information was recorded for each company from Dun's Marketing Services database of companies nationwide. The sample was selected by first segmenting all companies in the database (6.7 million) into four size groupings by number of employees: 1-10, 11-100, 101-500, and over 500. Companies were then selected proportional to the population for each company type and region (northeast, southeast, midwest, southwest, and west) combination. A total of 2,002 surveys actually reached the companies and 664 were returned, for a response rate of 33 percent. Missing data on questionnaires and the weighting scheme utilized resulted in 581 respondents actually used in the final analyses.

Company data were weighted to reflect their proportions in the total population of businesses. As small businesses represent the largest number of companies in the country, the smaller the business, the larger the weight for that company's responses. However, readers are cautioned that the total number of employees represented by each company size group should also be considered in determining the effects of the weights. Small companies in the sample may represent more companies in the population, but each company affects a smaller number of employees and a smaller number of job applicants. Although small companies with fewer than 100 employees represent 98 percent of the total number of companies, they account for only 55 percent of the work force employed by private companies. The remaining 45 percent of the private work force are employed by the 2 percent of medium and large companies. The percentage of companies in the sample and in the population for each company size group is described in Table 1.

All results described in this report are based on weighted data. Differences by employee size group are illustrated to demonstrate differences that may be masked by the large weights assigned to the small companies. In addition, all significance tests were performed controlling for the inflation in error variance which may have occurred as a

Table 1

Percentage of Companies and Employees in Each Size Group in Sample and Population

Company Size	Sample (%) ^a	Population (%) ^a
Very small (1-10 employees)	21.8	84.3
Small (11-100 employees)	25.4	14.1
Medium (101-500)	27.4	1.3
Large (Over 500)	25.4	.4

^a May not sum to 100% due to rounding

result of grouping the companies before drawing the random sample. Readers interested in a more technical and detailed description of the research methodology are referred to the *1990 ARI Survey of Employers Technical Manual/Codebook* (Schroyer, Hansen, & Benedict, 1990). The technical manual/codebook describes the questionnaire development, sampling procedures, survey administration, database development, and weighting implications.

Findings and Implications

The findings and implications based on these survey data are discussed with reference to the interests and concerns of both recruiting managers and those planning transition programs. Significant findings are presented in italics.

The advertising policy findings are presented with a focus on information that would be useful in attracting youth to serve in the Army. For example, today's youth might want to know if serving in the Army would give them an edge on other job applicants when looking for a job. They could also want to know if the Army is going to provide them with the kinds of skills and abilities that employers are looking for in job applicants. They might also want information on the job market specific employment practices. They could consider all of these types of information in selecting a future career. To the extent that the Army can provide training, opportunities, and credentials that make these goals more attainable, the Army will be a more attractive choice for today's youth. Thus, Army policy makers need to know the kind of attitudes held by employers today.

The transition management findings are of two general kinds. First, *these data imply a lack of awareness on the part of today's employers as to the qualifications of veterans leaving military service.* Results indicate that this lack of awareness may deter an employer from hiring a veteran because of inaccurate perceptions about the education level of today's Army veterans, the skills and abilities possessed by veterans, and in general, the experience, opportunities, and credentials of veterans. It will be argued that *this lack of knowledge both decreases the opportunities of veterans and (given the need of businesses to hire people with certain basic skills for entry-level jobs) causes businesses to miss opportunities to hire people with these very skills.* The problem will only get worse (Work Force 2000). *Educating employers as to this potential source of skilled employees will benefit both the business world and exiting veterans.*

Second, some of the information obtained would be useful to veterans entering the civilian job market. A wealth of data is presented regarding the employment practices of the nation's employers, where the best opportunities for jobs are, and the most effective ways for veterans to market themselves in today's job market. Some of this information can be generalized to all sizes and types of companies and across all regions. Other findings vary by company characteristics and regions. When this occurs, the differences are discussed.

What skills and abilities do employers want? Employers were asked to rate a variety of skills and abilities in terms of their importance for entry-level success in their companies.

Table 2 contains the importance ratings given by employers to each attribute. It is apparent from this list that employers think all of the listed attributes are important to some degree. However, the *most important for entry-level success* (those where 90 percent or more of the companies rated the attribute important) are the attributes of *dependability, listens to instructions, cares for company property, seeks clarification, efficiency, enthusiasm, respects others, punctuality, shows good judgement, works as a team member, sticks with a task, and self discipline*. This profile of the most desired entry-level employee describes someone who does his or her job effectively and efficiently; however, it does not describe someone who shows a significant amount of initiative, leadership, problem-solving ability, or responsibility. In fact, these types of attributes were rated as less important than the other, more basic types of attributes.

A number of employers also wrote-in responses when asked if there were any other skills and abilities that they value as important for entry-level success. The most frequently mentioned were *job-specific skills, honesty, writing skills, computer skills, clean appearance, and a positive attitude*.

Differences in rated importance by company characteristics are found in Appendix B. Chi-square statistics, indicating significant differences in the distribution of responses in each category, are also presented in the tables. Overall, the ratings are fairly consistent and high by all types of companies. *However, there is a trend for smaller companies to rate the attributes as more important than do larger companies*. One possible explanation is that the smaller companies, having fewer employees, look for a wider variety of skills and abilities in employees. Also, the fewer the number of employees, the less room for inefficiency in employees, even at the entry-level.

Do Army veterans have the important attributes? Employers were asked the extent to which they agreed or disagreed that Army veterans have the skills and abilities that they rated on importance. It is significant that *between 38 to 63 percent of the employers stated that they neither agreed nor disagreed that Army veterans had any one particular skill or ability*. This could be interpreted that employers did not know what abilities are possessed by Army veterans, and this interpretation is further explored later in this discussion. The percentage of employers that agreed with each statement appears low in comparison to the importance percentages because many employers neither agreed nor disagreed with the statements. It is suggested that the numbers be interpreted as relative to each other, as opposed to relative to the importance ratings.

The percentage of employers who agreed with each statement is also presented in Table 2. Army veterans are seen as having a number of attributes by a majority of the companies (50% or more). These attributes are *dependability, listens to instructions, seeks clarification, respects others, punctuality, works as team member, self-discipline, cooperativeness, professionalism, safety awareness, self-confidence, operates equipment, physical fitness, and adapts to unusual work environments*. *Of the attributes that are rated as most important by employers (90% or more rated them as important), seven of the twelve are seen as possessed by Army veterans by a majority of American businesses*.

Table 2

Key to Employer Attribute Items

Attributes		% Important	% Agree	Attributes	% Important	% Agree
1. Is Dependable	98.8	55.2	22. Able to Absorb Training Quickly	86.2	47.7	
2. Listens to Instructions/Carries Them Out	97.2	52.6	23. Asks Pertinent Questions	85.6	41.1	
3. Takes Care of Company Property	95.1	48.8	24. Provides Helpful Service to Others	83.3	39.5	
4. Seeks Clarification When Needed	94.8	49.5	25. Displays Self-Confidence	82.3	59.4	
5. Efficient in Completing Assigned Work	94.3	49.4	26. Adjusts Priorities to Situation	82.2	37.8	
6. Displays Enthusiasm in Doing Work Well	94.1	44.7	27. Defines Problems/Determines Solution	80.9	40.5	
7. Respects Peers, Subordinates, Supervisors	93.6	56.4	28. Handles Situation On Own Without Instructions	80.1	35.7	
8. Punctual in Getting to Work	93.3	50.8	29. Strives for Increased Responsibility	79.7	35.4	
9. Uses Good Judgment in Setting Priorities	92.8	43.4	30. Reports Accurately on What Others Say	77.9	40.5	
10. Participates as a Team Member	92.8	56.4	31. Adapts Quickly to New Situations/Groups	77.6	47.0	
11. Sticks W/Task to Completion	92.7	43.1	32. Finds Sound Alternative Approaches	77.3	30.7	
12. Self-Disciplined in Personal/Work Activities	90.2	54.7	33. Is Organized & Handles Multiple Tasks	76.7	35.1	
13. Dedicated to Job/Company	89.8	48.6	34. Assembles & Operates Tools & Equipment of Job	76.4	51.1	
14. Works Cooperatively With Others	89.5	55.5	35. Explains Ideas Clearly	75.1	36.6	
15. Acts in Professional Manner	89.2	56.9	36. Reviews Activities/Assesses Need for Change	72.8	30.9	
16. Consistently Checks Own Work/Corrects Errors	88.9	34.3	37. Works Well Under Close Supervision	72.6	49.2	
17. Profits from Constructive Feedback	88.5	49.1	38. Willing to Put in Extra Time at Work	72.4	36.2	
18. Follows Prescribed Safety Standards	88.3	55.6	39. Able to Take on Leadership Role When Needed	69.6	48.2	
19. Follows Up Work	88.3	36.1	40. Keeps Physically Fit/Good Health	67.0	52.5	
20. Recognizes When Help/Advice is Needed	86.8	38.9	41. Adapts to Unusual Work Environments	55.5	49.9	
21. Recognizes Problems/Makes Corrections	86.6	40.1				

Note: Ranked in order of importance to employers.

Examining why such a large number of businesses neither agreed nor disagreed with many of the statements, those companies that reported having veterans working for them were compared with those that did not report having veterans working for them. If our theory that many employers do not have knowledge about the skills and abilities of veterans was correct, then we expected employers who employed veterans to have more knowledge of their skills and be better able to either agree or disagree with more of the statements. As predicted, it was found that *employers who employed veterans were more likely to agree that veterans have the stated attributes on almost all of the skills and abilities.*

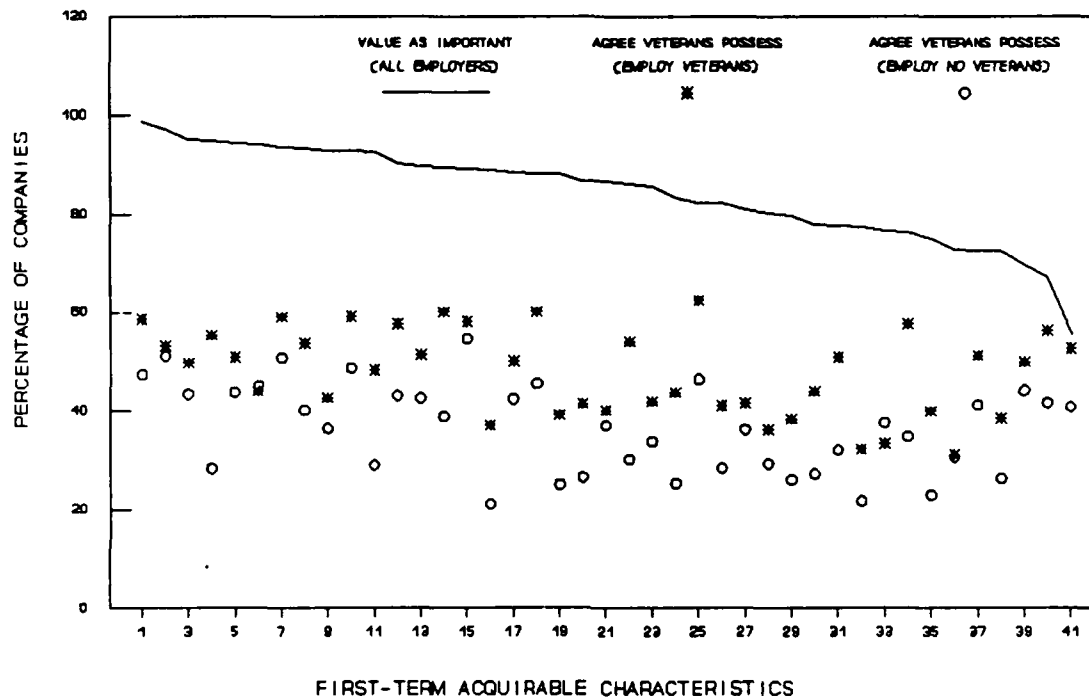


Figure 1. Do Army veterans have the characteristics employers want in new entry-level employees?

Figure 1 presents the percentage who agreed veterans have each attribute of employers with and without veterans contrasted with their importance ratings for each attribute. The only attributes that employers with veterans were not more likely to agree with were those of displaying enthusiasm, organization, and assessing need for change. However, a much larger number of employers with veterans felt that Army veterans possessed the attributes of seeks clarification, sticks with a task, professionalism, absorbs training quickly, adapts to new situations, operates equipment, and explains ideas clearly.

These findings imply that not only do a majority of employers value certain abilities possessed by veterans, but also that those *employers who hire veterans and are likely to have a realistic view of their abilities rate veterans higher than the employers who based their responses on perceptions only.* These data could lead to the conclusion that employers with veteran employees have had an opportunity to observe the attributes of veterans, and that these veterans have the desired attributes. Or they could lead to the conclusion that these

employers had higher opinions of veterans to begin with, that led to the hiring of veterans. Or a third factor (such as the respondent being a veteran) could be influencing both the probability of hiring veterans and attitudes toward veterans. Whatever the reason, it is clear that employers who have been exposed to employees who are veterans have higher opinions of veterans and would probably be more likely to hire veterans.

Differences in the percentage of employers who agreed that Army veterans have the desired attributes by company characteristics are found in Appendix C. Chi-square statistics that indicate if significant differences exist in the distribution of responses in each category are also presented.

Do Army veterans have more, the same, or less of the attributes than other job applicants? A key element in determining the effects of the Army experience on young men and women is in comparing their value to employers with the value of their competitors. Employers were asked to compare recent Army veterans who had served one term of service to job applicants in general. They were asked to state if Army veterans had more, the same, or less of each stated attribute. *Very few employers stated that veterans had less of any of the attributes, and most stated that veterans possessed at least the same amount.*

Figure 2 displays the percentage of employers who said that veterans possessed less or more of each attribute (the remaining employers rated veterans as the same). *Most of the same attributes that the majority of the employers agreed Army veterans had were also the ones that employers were likely to rate veterans as possessing more of than applicants in general.* The attributes that at least one-third of the employers felt Army veterans possessed dependability, showing respect, punctuality, working as a team member, self-discipline, cooperation, professionalism, self-confidence, adaptability, operating equipment, physical fitness, and withstanding unusual work environments.

It seems favorable that so many employers view Army veterans as having more of these important job characteristics than applicants in general and that so few employers think that veterans have less. Given the diversity of job applicants and the variety of jobs, the overwhelming number of employers feel that veterans have at least the same amount of skills as other applicants, and for some skills, even more than other applicants. *Army veterans do not appear to be handicapped in the job market by joining the Army, and many employers see the Army as providing skills that give veterans an advantage over other applicants.*

What opportunities for training do employers provide? The information about *the number of companies that provide formal job skills training are surprising.* Only 20 percent of the businesses provide any kind of formal job-skills training. The numbers are a little better for larger companies than for small companies (see Figure 3), but given the growing number of people working for small businesses, the situation does not seem likely to improve. This finding suggests that *the opportunities the Army can provide for formal skills training may be even more important than previously believed.* This training and the subsequent job skills may

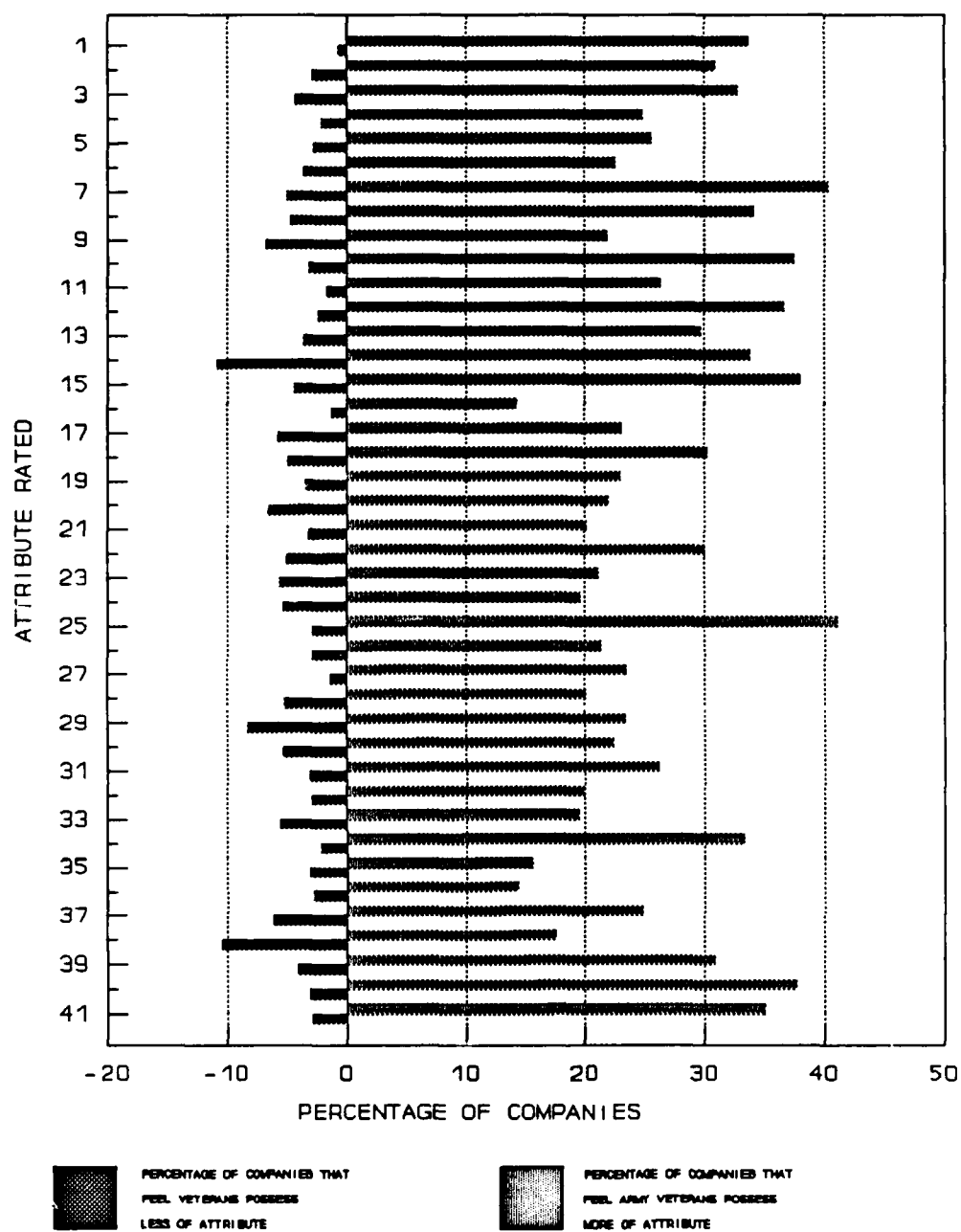


Figure 2. How do Army veterans compare to entry-level job applicants in general?

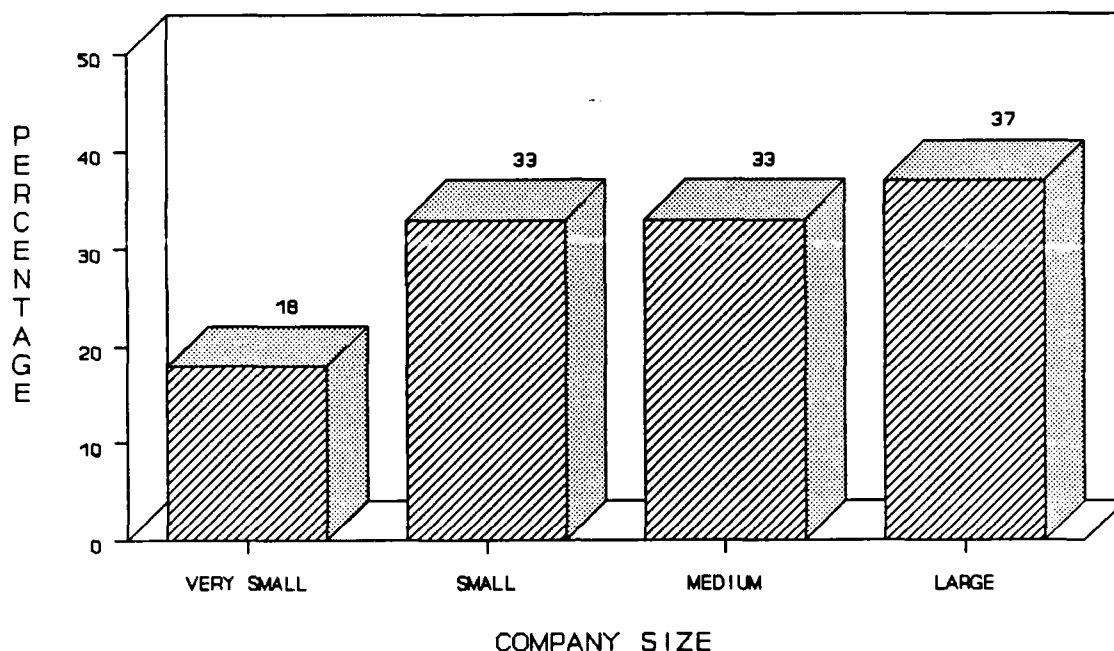


Figure 3. Percentage of companies with formal job skills training programs for new employees.

be the extra "edge" that attracts employers to applicants with military *experience*. *With very few companies actually offering such training, many may particularly value the on-the-job training provided by the Army.*

What do America's employers know about veterans? For Army veterans to find jobs in the civilian work force, it is essential that employers view Army veterans as being qualified for their jobs. These qualifications include possessing the appropriate educational credentials, having the desired skills and abilities, and possessing the work attributes employers want for their entry-level job holders. *Thus, the views employers hold about Army veterans are an indication of the degree of difficulty that veterans may have in finding work in today's market. These findings are discussed next.*

Employers were asked "What percentage of enlisted soldiers in the Army do you think have at least a high school diploma?" Figure 4 presents employers' perceptions of this educational attainment. Approximately one-third (33%) of the employers think that 90 percent or more of new Army recruits entering since 1984 have had high school diplomas. *This misperception about the educational credentials of Army veterans may greatly affect the probability of veterans being hired into certain jobs.* In fact, most American businesses require at least a high school diploma/equivalency (75%) or more for their entry-level positions (Figure 5). Our data also indicate that a high school diploma is not required for entry-level jobs in 26 percent of the businesses. GEDs are required for 10 percent and vocational training is required for 12 percent of the companies.

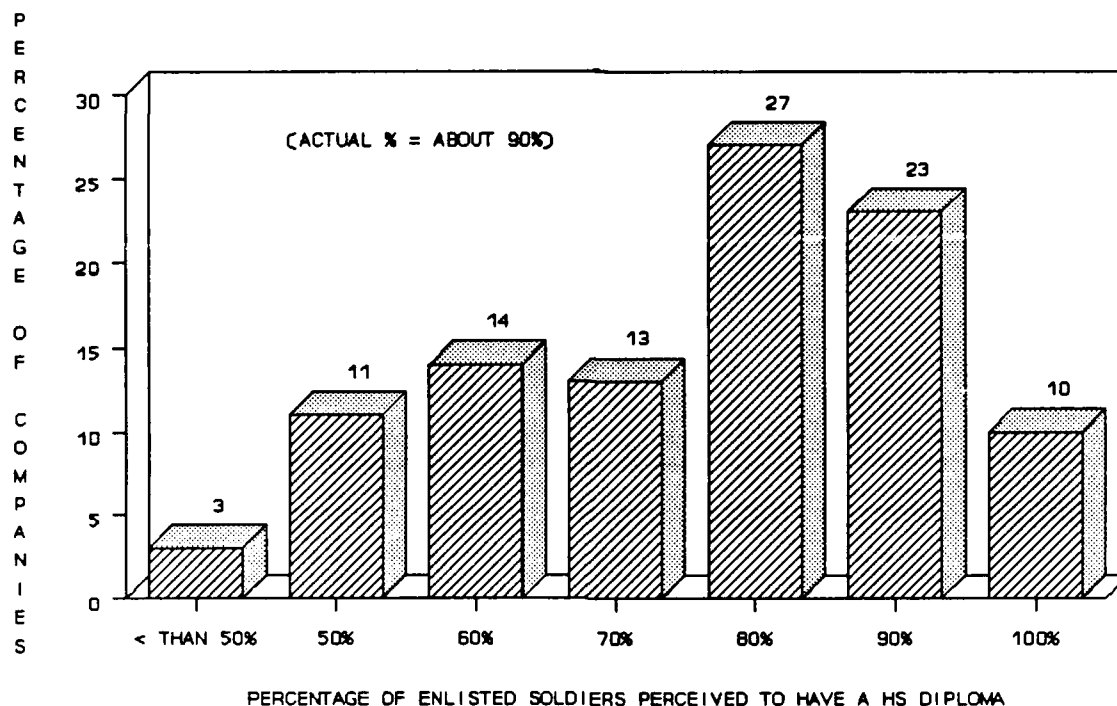


Figure 4. Employer perceptions of number of Army high school diploma graduates.

Examining the possible effects of these findings on employers' views of the qualifications of veterans for their entry-level jobs, employers were asked which branch of the military they felt best prepared veterans for their entry-level jobs. Minor differences exist among the branches of the military (Figure 6). From .3 to 5 percent of employers felt that any one of the individual services best prepared veterans for their jobs. However, 50 percent felt that all branches of the military prepared veterans for their entry-level jobs (37 percent felt that the military did not prepare people for their entry-level jobs).

Differences in the entry-level requirements of the companies that felt the military did prepare veterans for their jobs and those that felt the military did not prepare veterans for their jobs were examined. Figure 7 displays these data. Most of the companies that require vocational/technical training, a GED, a high school diploma, or an associate degree felt that the military prepared people for their entry-level jobs. Most of the companies requiring no high school diploma, a bachelor's degree, or a graduate degree felt that the military did not prepare veterans for their entry-level jobs. It is curious companies that do not require a high school degree believe the military does not prepare veterans for their jobs, unless they see veterans as overqualified or lacking the specific on-the-job training required.

However, the results are not as promising as they initially appear in regard to the perceptions of the Army's ability to prepare veterans for civilian jobs. *One in four (26%) American businesses that required a high school diploma did not feel the military prepared*

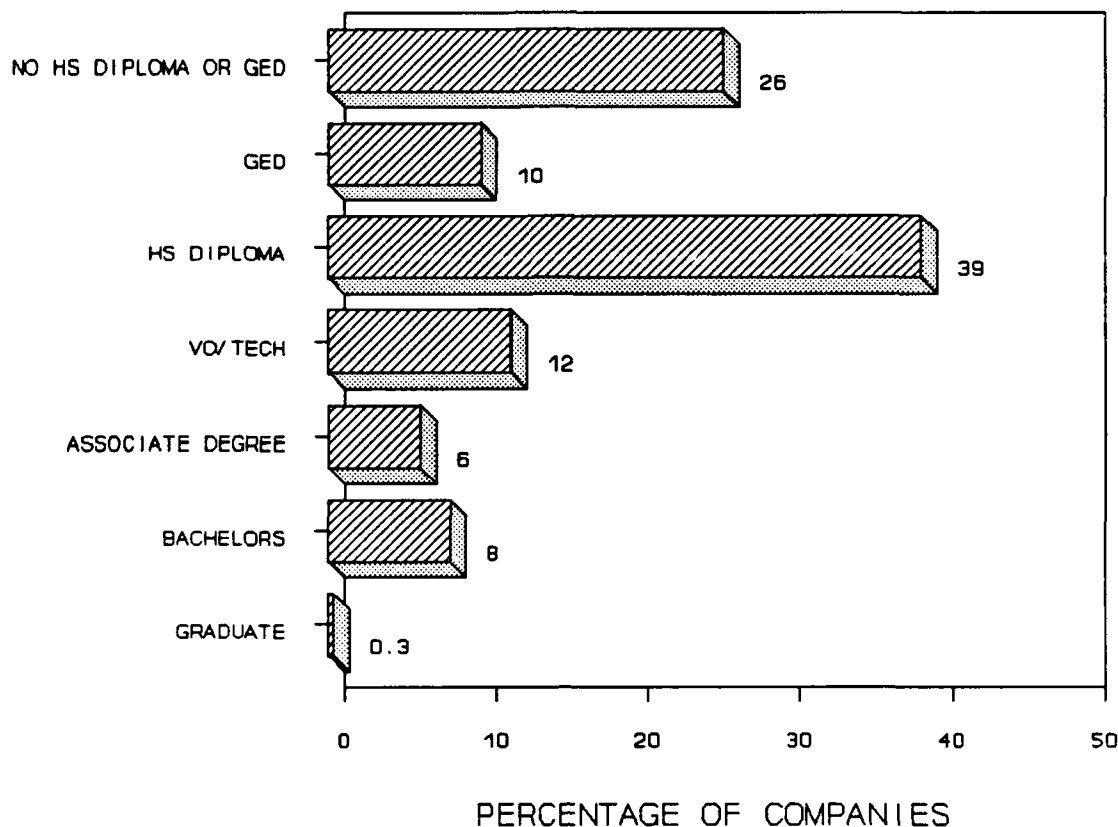


Figure 5. Minimum educational level required for entry-level positions.

veterans for their entry-level jobs. The reason could be their lack of awareness that so many Army veterans possess a high school diploma. Compounding the problem could be the gap between the attributes employers rated important and those they believed to Army veterans possess. In addition, 57 percent of American employers have little or no knowledge about the skills and abilities of Army veterans working for their companies.

This lack of knowledge and awareness of Army veterans' skills, abilities, and credentials suggests a strong need to "advertise" or communicate the potential Army "supply" of veterans leaving the military and entering the civilian work force. The results of this research indicate a fit between what employers want in their entry-level employees and what the Army actually offers to their soldiers, at least for those employers who have knowledge of the skills and abilities of Army veterans. The gap between their needs and their perceptions of what Army veterans offer may be lessened by educating America's employers on the credentials, technical job skills, general attributes and work habits, and aptitudes (as demonstrated by passing the Armed Services Vocational Aptitude Battery) possessed by Army veterans.

Will employment practices and policies help or hinder veterans seeking civilian employment? Focusing more on the transition management challenge, *employers need to*

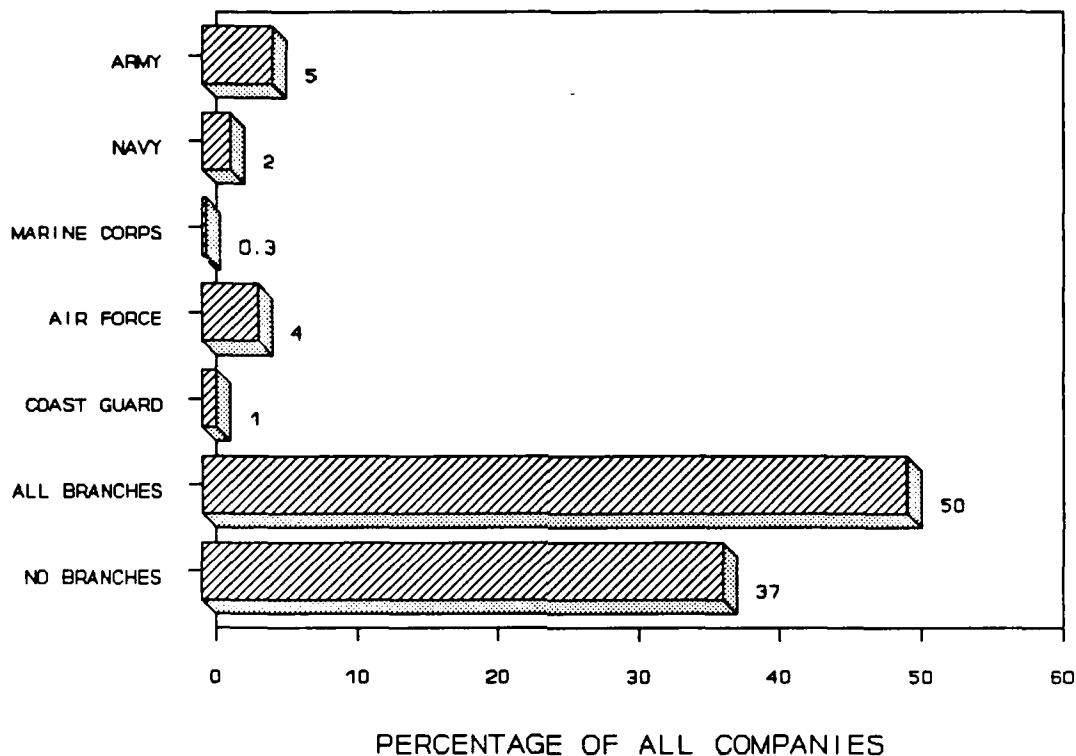


Figure 6. Which branch of the military best prepares veterans for entry-level jobs?

be educated about the capabilities of veterans, and veterans need to be made more aware of the job market. Specifically, veterans need knowledge of the employment practices and attitudes of America's employers. This information could be used to educate veterans as they separate and/or retire from the military and enter the job market. It would be beneficial for veterans to begin job searches with a knowledge of the common practices of businesses and the variation in practices depending on the characteristics of the company. Also, it would be helpful for them to know about employers' perceptions of veterans. Knowing about employers' incorrect perceptions, veterans could address these misperceptions and increase their probability of employment success. Last, it might help veterans to determine their job hunting strategies to know which company sizes, types, and locations are more positive toward veterans.

The employers were asked, "What is your primary source of new employees?" Figure 8 shows that newspaper advertising is by far the most popular form of job announcements. Thirty percent of the employers named them as their primary source of new employees followed by employee referrals, other sources, and walk-in traffic respectively. Employment agencies, mailed resumes, and college placement offices were the least popular (not a surprising finding when the number of companies that require a college degree or above is only 8 percent). Providing this information to separating soldiers will aid in determining job-search strategies that are most likely to be successful. Among employers who named a specific employee source, 68 percent use either newspaper ads, employee referrals, or

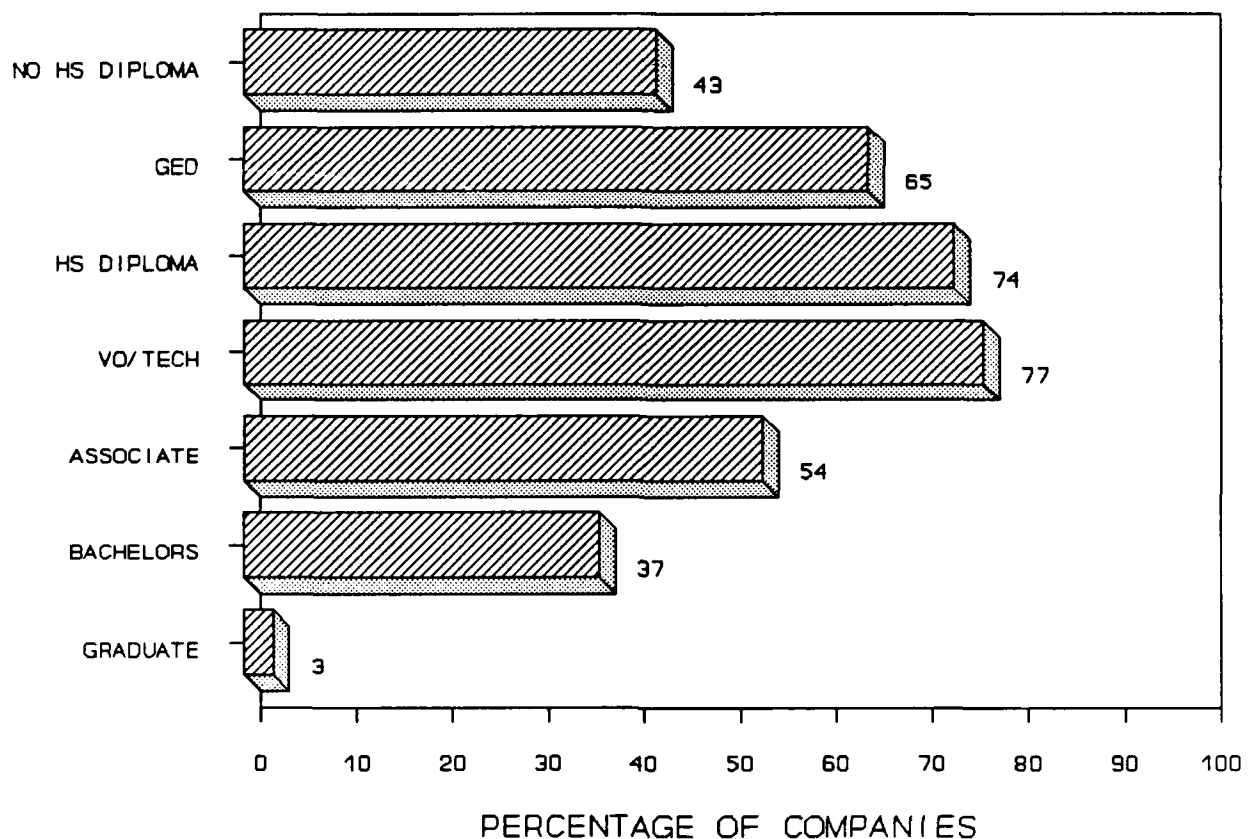


Figure 7. Perception that the military prepares for entry-level jobs by company entry-level educational requirements.

walk-ins. *These three forms of obtaining applicants imply short-notice hiring from the local area. Such hiring practices preclude service members from making any advanced preparations to apply for a specific civilian job. Transition management policy makers should seriously consider this finding when determining measures to assist job searching veterans.*

We also examined at what management level hiring decisions are made in companies (Figure 9). When asked, "Who makes the final hiring decision in your company (answer all that apply)?", 62 percent of the employers reported that the president made this decision. This finding reflects the large number of very small and small companies that do not have personnel offices or extensive upper-level management. Additional analyses determined the hiring decision-makers among the different size groupings. Figure 10 displays these results. As predicted, presidents (or owners) are the primary hiring decision makers in small and very small businesses.

However, this differs in larger organizations. Upper-level managers make the hiring decisions in the majority of the medium size companies (56%). Personnel or human resource managers are the next most likely to make the final hiring decisions (39%)

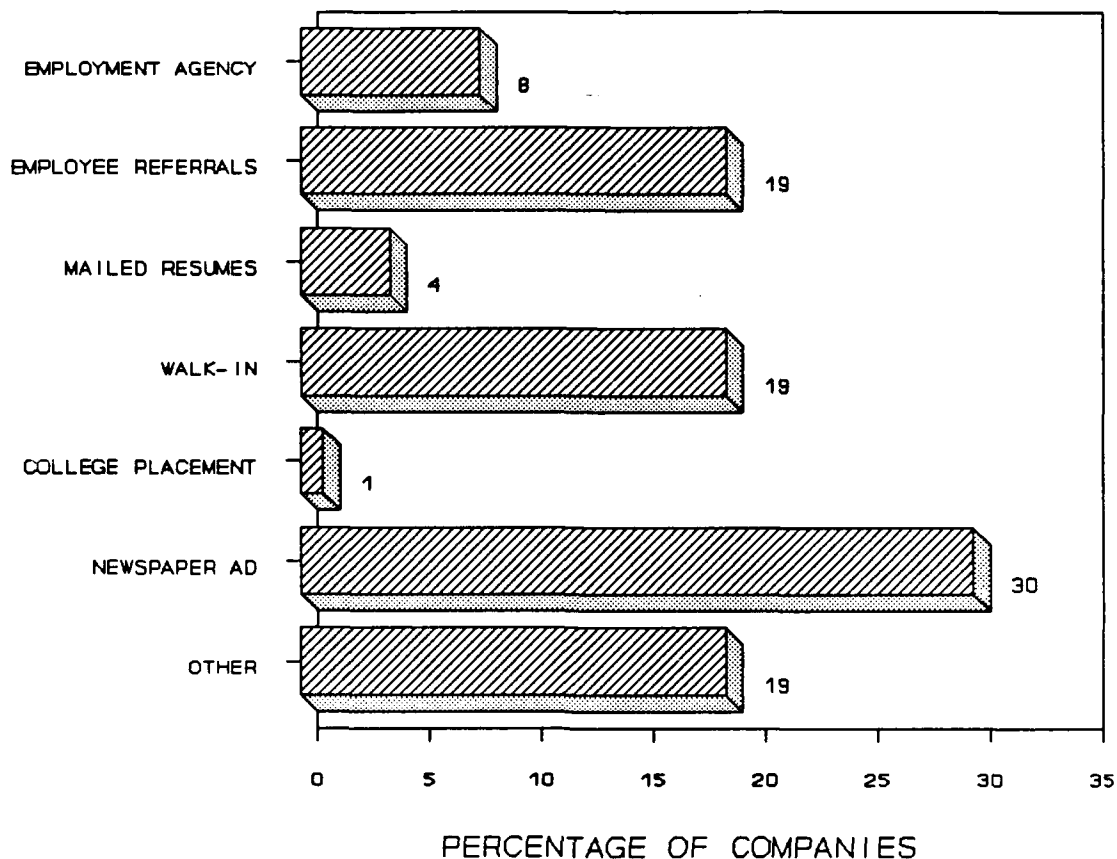


Figure 8. Primary source of new employees.

followed by the president at 37 percent. For large organizations, the president is the least likely to make the final hiring decisions (18%), with upper-level managers most likely (50%), followed by mid-level managers (41%) and personnel managers (40%).

Much new Army advertising focuses on the job skills training available to soldiers. As discussed earlier, we asked employers if their companies had formal job skills training programs. A surprising 80 percent of American business do not have such programs. Examining the differences by company size (see Figure 3), approximately one-third of the small, medium, and large companies and one-fifth of the very small companies have formal job skill training programs. *The number of companies without such programs indicates that military veterans may have an advantage over other job applicants who are coming either from private industry or directly out of high school or college.* Employers were asked, "Does your company primarily promote from within?" A majority (83 percent) of American businesses do promote primarily from within. This finding indicates that *it may be difficult for exiting soldiers to obtain jobs other than entry-level positions.* Veterans should keep this in mind if they find themselves discouraged during their job hunts. They may need to take entry-level jobs to get their "foot in the door" and then rely on their previous military training to pay

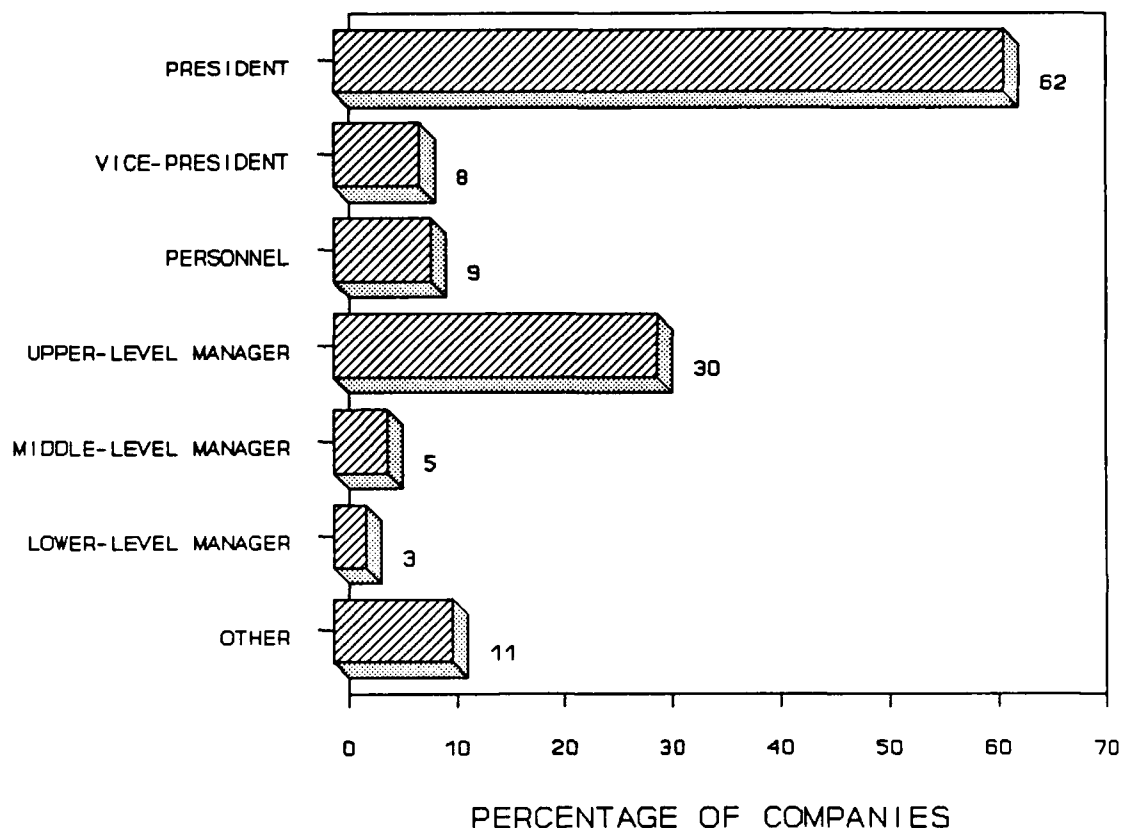


Figure 9. Who makes the final hiring decision in your company?

off in terms of promotions once they gain entry into companies. This trend is also addressed in the Magnum and Ball (1989) study that found veterans have a transitional period in which they may earn less money than their non-veteran counterparts, but within two years veterans were found to overtake the non-veteran workers financially.

Results displayed in Figure 11 address the question, "Do you have a formal policy for the recruitment and hiring of veterans?" Few companies have adopted such a policy. One third (32%) of the large companies have a policy, but only 14 percent of the medium companies and less than 4 percent of the small and very small companies report having formal veteran hiring policies. When questioned if the companies ask job applicants (either on an application or in an interview) if they are veterans, from one- to two-thirds reported they obtain this information (dependent on company size).

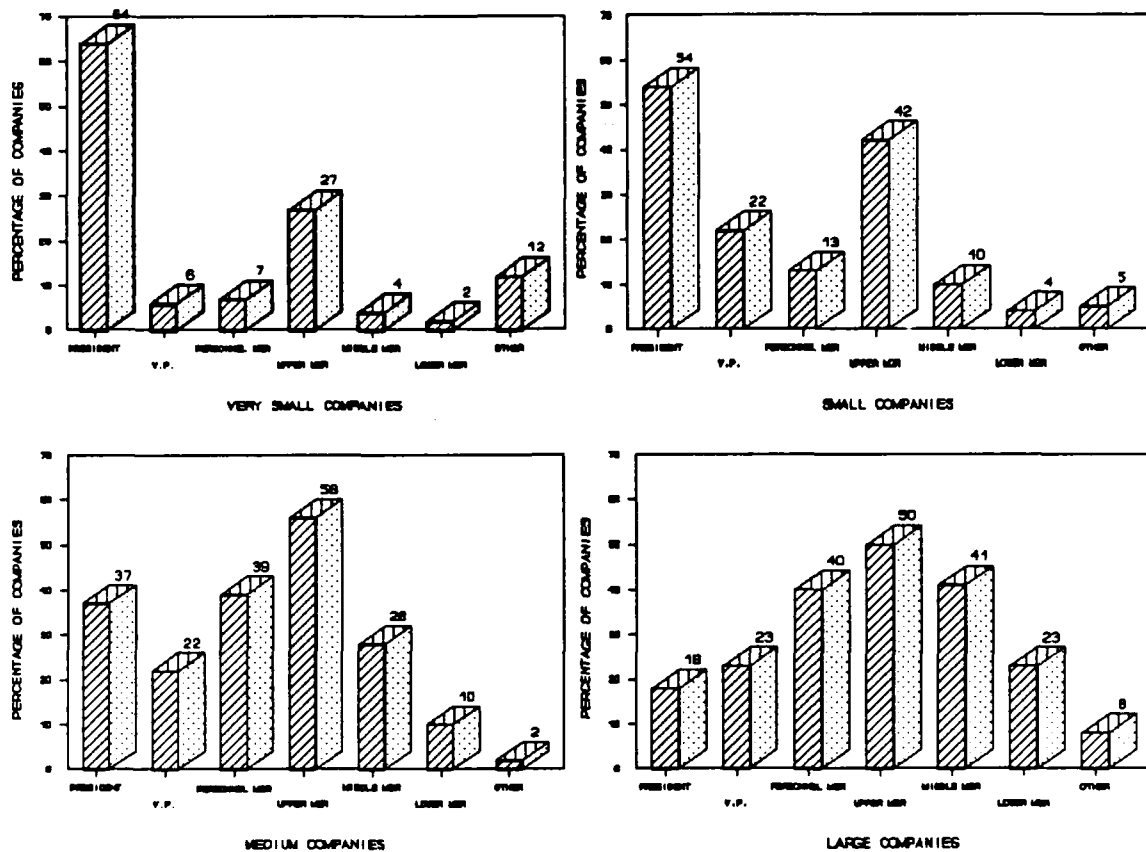


Figure 10. Hiring decision-maker by company size.

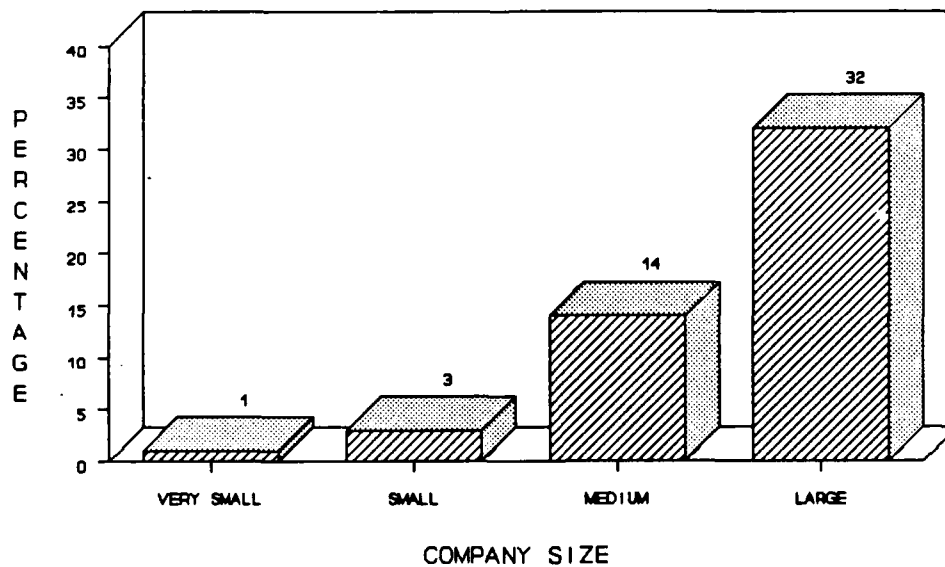


Figure 11. Percentage of companies with formal veteran recruitment and hiring policies.

Figure 12 displays these results, with the *number of employers who do ask about veteran status increasing as company size increases*. Although companies appear to have a positive view of veterans, *over one-half of the employers do not distinguish between veterans and non-veterans*. However, this may not affect recent veterans, as they are more likely to list their military experience as recent work experience on applications, thus making their veteran status known.

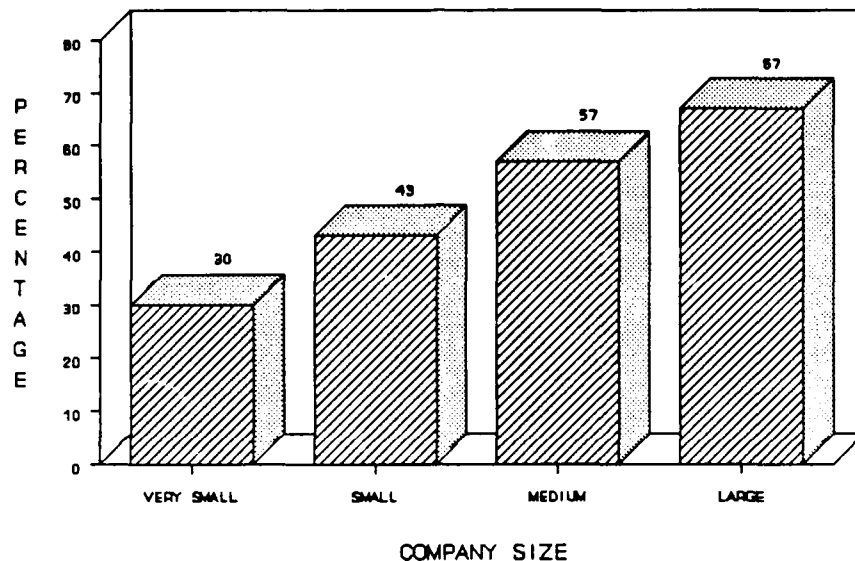


Figure 12. Percentage of companies that ask applicants if they are veterans.

What is the likelihood companies will hire veterans? Favorableness toward veterans varies across company size, type, and location. This variation in attitudes toward veterans and hiring of veterans may prove helpful to soldiers exiting from the service. Although it is not suggested that residence decisions be made from the results of this analysis, *it may be an advantage when applying for jobs to understand the attitudes companies with these characteristics tend to hold*.

Attitudes toward veterans do vary by company size. As previously discussed, when asked "Which branch of the military do you feel best prepares veterans for entry-level jobs in your company?" differences were minimal among the military branches. Figure 13 displays the percentage of companies that responded "any or all of the Services prepared veterans for entry-level jobs in their companies." The larger the company, the more positive the responses. Veterans may want to note that *85 percent of large companies believe military veterans are prepared for their entry-level jobs, whereas 61 percent of very small companies find this to be true*.

Responses also varied by type of company. Means were computed to obtain overall scores on the extent to which companies agreed veterans possess each attribute, and the extent to which veterans have more of each attribute than applicants in general. Companies

in the *wholesale and retail business group* (hereafter referred to as "wholesale") and the *transportation, communication, utilities, finance, real estate, and services group*

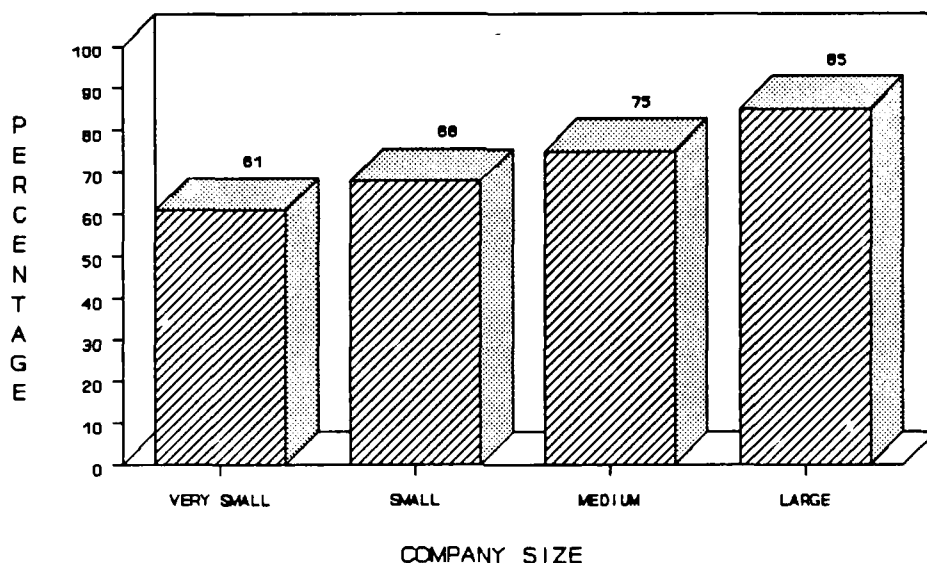


Figure 13. Percentage of companies that think any or all military services prepare individuals for their entry-level jobs.

(referred to as "transportation") had a higher overall "agree" mean than the agriculture, mining, construction, and manufacturing group (referred to as "agriculture"). Although wholesale and transportation companies have more favorable views of veterans, agriculture companies are more likely to hire veterans. Figure 14 shows that companies in the agriculture group employ the most veterans, followed by the wholesale companies, and then by transportation. Figure 15 indicates the educational requirement reported for each of the company types. It is evident that the requirements vary for the three company types. Eighty-four percent of the companies in the wholesale group, 81 percent of the agriculture group, and 64 percent of the transportation group require no more than a high school diploma. Thus, enlisted veterans separating from the service should keep in mind that agriculture, mining, construction, and manufacturing companies hire the most veterans. Veterans also have the educational credentials for the majority of entry-level jobs in wholesale and retail companies, transportation, communication, utilities, finance, insurance, real estate, and services industries.

The regional overall means of the agree/disagree and the less/same/more scales suggest that the *most attractive area for veterans seeking entry-level employment should be the southeastern United States*. Companies in the southeast region consistently had higher overall favorableness towards veterans than did any other regional group. *Veterans looking for jobs in other geographic areas may require additional assistance from the Army in improving their image among employers.*

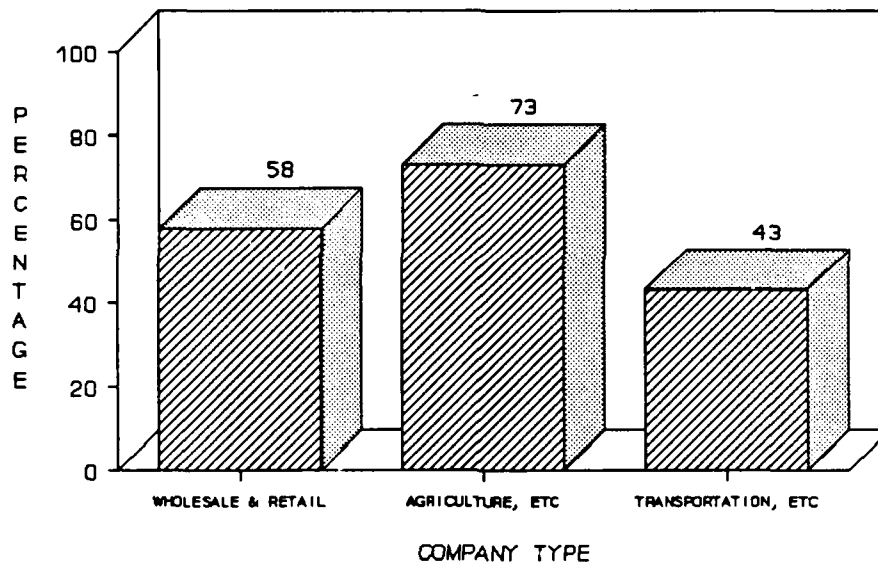


Figure 14. Companies that presently employ Army veterans by company type.

How can veterans market themselves for civilian jobs? Having summarized company policies and employment practices and discussed differences in favorableness toward veterans, it is also useful for veterans to know that the attributes they gained in the military that are valuable to employers. From the results presented earlier, *we know that employers believe that Army veterans possess some of the most important attributes for entry-level success as much as or more than other job applicants. These attributes are dependability, respect for others, punctuality, working as a team member, self-discipline, cooperation, professionalism, and self-confidence. In addition, as opposed to those employers that have hired veterans, those without veterans had less knowledge of such Army-acquirable attributes as absorbing training quickly, seeking clarification when necessary, and sticking with a task until completed. Army veterans can effectively market themselves in resumes and during job interviews by focusing on the Army experiences that have helped them develop these attributes.*

Summary and Recommendations

Advertising Policy

Given the difficult recruiting environment faced by the Army today and the competitive search for smart, unskilled youth, what do these survey results indicate regarding the advertising strategies most likely to be successful? How can the Army continue to attract those young men and women who are interested in preparing for their future careers? How does service in the Army give young people the skills and abilities valued by today's employers?

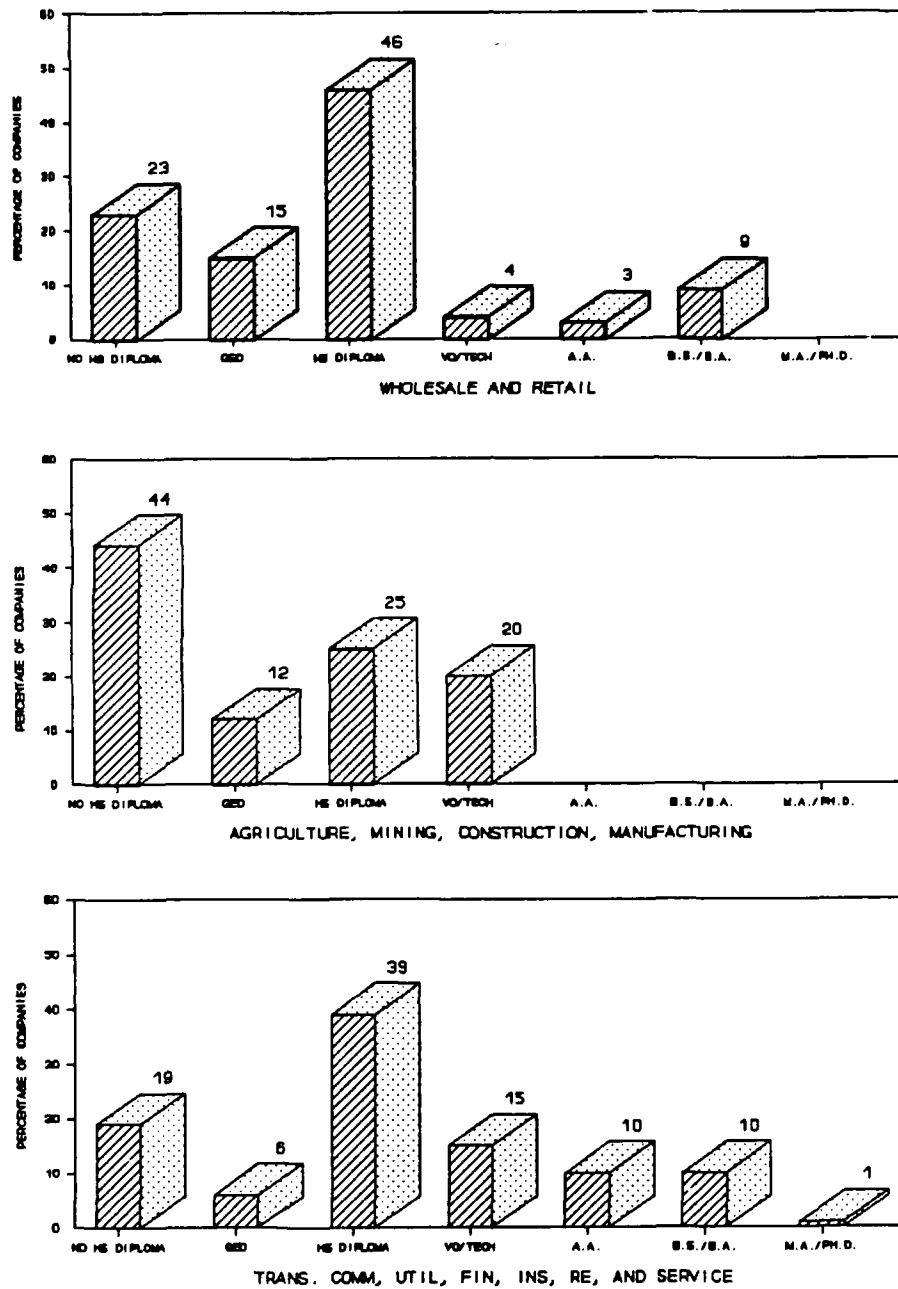


Figure 15. Minimum entry-level education requirement by company type.

According to the 1990 ARI Survey of Employers, all of the attributes listed were rated as important or very important by a majority of the employers. The attributes they rated as most important for entry-level success are the more basic type of characteristics that define a dependable, conscientious individual who can follow instructions, ask for help when necessary, and get a job done efficiently and effectively. Leadership, initiative, and a desire for increased responsibility were considered to be less important in entry-level employees.

Army veterans are seen as possessing some of these important attributes, but not to the same extent that they are desired by employers. However, this does not necessarily mean that a majority of employers are not impressed with veterans. An examination of responses to a number of survey questions reveals at least four reasons for the differences between attributes considered important and the relatively small number of companies believing veterans possess the attributes. First, there are differences of opinion between those employers who do and those who do not have veterans in their employ. Second, approximately 70 percent of the employers perceive no difference between veterans and non-veterans. Third, given that more than two-thirds of employers do not even inquire about veteran status, many companies are not aware that a veteran has applied for employment unless it comes up during an interview. Last, employers underestimate the educational credentials of veterans. Considering all of these factors, it is logical to conclude that *there is a distinct lack of employer knowledge about the attributes acquirable during Army service.*

Despite these limitations, Army veterans were still seen as having the same amount or more of the desired attributes as applicants in general by at least nine out of ten companies. As many as one-third of the companies perceived veterans as having more of the attributes than job applicants in general. These results are even more favorable for those companies that already employ veterans and have the opportunity to experience and evaluate the skills and abilities of Army veterans.

Considering these findings, it is highly recommended that Army advertising focus on the basic attributes employers want for entry-level jobs. These attributes may not be as glamorous as leadership, problem-solving skills, and initiative. However, the credibility of the commercials is likely to be increased by focusing on the types of attributes that just about every Army soldier will have the opportunity to develop during his or her first term of service. In addition to Army advertising focusing on attributes it is realistic for all recruits to acquire, advertising could emphasize that Army entry required veterans to meet educational requirements and pass an aptitude battery. Also, certain veterans may have also received Army educational benefits and acquired technical skills that might attract youth to the Army and make them more attractive to potential employers in the future. Finally, given the significant number of companies who are not familiar with veterans' capabilities, the Army should *consider an advertising campaign aimed directly at corporate America.*

Transition Management

The survey findings strongly imply that the current transition options being considered by Defense officials and Congress would provide only temporary relief to separating soldiers. These data indicate that, given current personnel practices and policies, soldiers prematurely forced to leave the Army would face significant barriers to employment.

In general, these survey results indicate that company hiring practices are not designed to identify veterans in advance. More than two-thirds of the companies surveyed do not query applicants about their veteran status. Further, with rare exceptions, most companies have no policies and no impetus to develop policies related to veteran hiring. Additionally, more than two-thirds of companies rely on newspaper advertisements, referrals from company employees, and walk-ins as their primary sources of employees. Few companies use employment agencies as a primary source of employment. This implies that most hiring is done within short time frames in the local area. Consequently, *any program conceived within Defense or Congress that requires more than a 60-day lead time would probably produce minimal results. Further, without substantial changes to the way they do business, the use of the Department of Labor and state-level employment agencies would also produce minimal results.*

Of particular note is the finding that 83 percent of the companies surveyed promote from within. This finding implies *limited opportunities for veterans obtaining anything other than entry-level jobs.* This implication would have a significant impact on separating veterans who have served between six and sixteen years on active duty.

It must be pointed out that, by design, *the survey did not address three major players in the civilian sector: the Federal, state, and local level public sector agencies.* These agencies account for approximately 18 million jobs in the labor market. They offer positions in the Postal Service, and public sector safety and service categories. *It would appear that the Executive and Legislative branches could work to provide placement of veterans in openings in these public sector positions at priority levels greater than those existing today.*

The review of the earlier Project Transition and an analysis of the employer survey indicate that if a new transition program is to have an effective degree of success certain elements should be included:

Develop employer awareness. Survey results indicate that many employers are really not aware of the profile of veterans and what Army veterans have to offer.

Enter consortia with private industry and veterans' organizations. Assistance from the Department of Labor and employment services will be of limited utility to separating veterans. More effective would be greater involvement and support to military associations such as the Non-commissioned Officers' Association, the Association of the U.S. Army, and others that already sponsor a limited number of job fairs, and which run computer-matched job placement services.

Modify the use of existing recruiting models and other assets which project regional demographics to evaluate regional labor market conditions in support of transition management.

Develop a priority system regarding support to separating veterans. As learned from earlier transition efforts, separatees can be grouped into different categories:

(1) Those who will resume their education aided by the Montgomery GI Bill and the Army College fund;

(2) Those who will resume jobs they held prior to enlisting;

(3) Those who have clear vocational objectives based on prior civilian training and skills acquired in the Army;

(4) First-term separatees versus career force separatees (both with and without families), and;

(5) Those with skills not readily transferable to the civilian market.

With appropriate communication networks, increased information flow to employers, and counseling for veterans, the transition to a smaller military may prove more successful for the exiting soldiers than did the earlier attempts. All of the factors that will make recruiting more difficult will serve to make life easier for veterans looking for jobs, at least at the entry-level. There is a strong need in the civilian sector for just what the Army provides to its soldiers, and the supply of skilled youth is rapidly dwindling. Everyone can benefit in this transition. However, resources need to be spent on educating employers as well as veterans. The long-term effects can be an easier recruiting environment as well as more effective job placement for Army veterans.

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The 1989 ARI Survey of Employers



The U.S. Army Research Institute (ARI) is conducting a nationwide survey of civilian employers to assess their attitudes towards people with Army experience. In order for us to more fully understand the relationship between Army experience and acquisition of the skills and abilities employers desire in today's applicants, you will be asked to evaluate Army skills and abilities and to answer some questions regarding your company. This information will be used for research purposes only and will have no adverse effects on you or your company.

NOTE:

Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information that is collected.

The Department of the Army may collect the information requested in the ARI Survey of Employers under the authority of 10 United States Code 2258.

Providing information in this questionnaire is voluntary. Failure to respond to any particular question will not result in any penalty.

The information collected in the survey will be used to evaluate and improve military personnel and recruiting policies. This information will be used for research and analysis purposes only.

Public reporting burden for this collection of information is estimated to average 30 minutes per respondent, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.

PLEASE TURN TO PAGE TWO AND READ THE INSTRUCTIONS
CAREFULLY BEFORE CONTINUING.



21357

DO NOT WRITE IN THIS SHADED AREA

MARKING INSTRUCTIONS:

When filling out this survey, please be aware that it will be read by an optical mark reader. Please observe the following instructions to assure that your answers will be read correctly.

- Fill in the circle next to the answer(s) that best reflects your opinion. Some questions should only have one answer; others will direct you to mark all that apply.
- Use only a soft lead pencil (a standard No. 2 pencil is ideal).
- Make heavy marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLES:

Right Mark
○ ○ ● ○

Wrong Marks
⊗ ⊗ ⊗ ⊗

DO NOT WRITE IN THIS AREA

We would appreciate your help in giving us information on the kinds of skills and abilities that you, as an employer, value in your entry-level employees. When answering the following questions, please respond as accurately as possible thinking about your entire company as opposed to your location or department. Consult records if you want. All your responses are completely confidential and neither your name nor the company's name will be associated with your responses. Thank you in advance for your cooperation.

1. HOW IMPORTANT ARE THE FOLLOWING SKILLS AND ABILITIES FOR ENTRY-LEVEL SUCCESS ACROSS ALL JOBS IN YOUR COMPANY?

	Very Important				Not At All Important
a. Is dependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Displays enthusiasm in doing work well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Uses good judgment in setting work priorities to meet deadlines and schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Is able to define a problem and determine the solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Displays self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Works cooperatively with people of different personalities, race and sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Is able to absorb training quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Adjusts priorities in light of new circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Recognizes potential problems and takes corrective action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Displays dedication and loyalty to job and company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Profits from constructive performance feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Sticks with a task until it is completed, in spite of distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Comes up with alternative approaches which lead to a sound conclusion ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Displays self-discipline in personal and work activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Participates as a team member (e.g., helps co-workers, shares helpful information, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Strives to take on increased responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Follows prescribed safety standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Is able to assemble and/or operate tools or equipment used on the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Makes it a practice to follow up on things to be sure they get done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Is willing to put in extra time at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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1. (Continued) HOW IMPORTANT ARE THE FOLLOWING SKILLS AND ABILITIES FOR ENTRY-LEVEL SUCCESS
ACROSS ALL JOBS IN YOUR COMPANY?

	Very Important				Not At All Important
u. Asks pertinent questions which yield the information needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Acts in a professional manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Listens carefully to instructions and carries them out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Is punctual in getting to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Is organized and able to handle many things at once	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Recognizes when help or advice from others is needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Provides helpful, friendly service to others who may be impatient or indecisive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ab. Seeks clarification when something is unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ac. Adapts to unusual work environments (e.g., confined spaces, damp or dirty areas, height, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ad. Is efficient in completing assigned work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ae. Shows respect for peers, subordinates and supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
af. Works well under close supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ag. Keeps physically fit and understands the importance of good health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ah. Consistently checks his/her work and corrects errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ai. Handles situations on his/her own without needing instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aj. Is able to adapt quickly to new situations and works well with newly formed groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ak. Reviews own activities and assesses need for change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
al. Is able to take on a leadership role when necessary and manage a group in completing a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
am. Explains ideas clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
an. Acts responsibly in caring for company property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ao. Can report accurately on what others have said	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Continue with Question 3

When answering the following questions, please think only in terms of enlisted ARMY veterans, who served one term of service (a 2, 3, or 4 year tour) and were discharged after 1985.

3a. INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS.

Select one response for each statement from the following scale:

DISAGREE COMPLETELY
DISAGREE SOMEWHAT
NEITHER AGREE NOR DISAGREE
AGREE SOMEWHAT
AGREE COMPLETELY

- a ARMY veterans are dependable. ☐ ☐ ☐ ☐ ☐
- b ARMY veterans display enthusiasm in doing work well. ☐ ☐ ☐ ☐ ☐
- c ARMY veterans use good judgment in setting work priorities to meet deadlines and schedules. ☐ ☐ ☐ ☐ ☐
- d ARMY veterans are able to define a problem and determine the solution. ☐ ☐ ☐ ☐ ☐
- e ARMY veterans display self-confidence. ☐ ☐ ☐ ☐ ☐
- f ARMY veterans work cooperatively with people of different personalities, race and sex. ☐ ☐ ☐ ☐ ☐
- g ARMY veterans are able to absorb training quickly. ☐ ☐ ☐ ☐ ☐
- h ARMY veterans adjust priorities in light of new circumstances. ☐ ☐ ☐ ☐ ☐
- i ARMY veterans recognize potential problems and take corrective action. ☐ ☐ ☐ ☐ ☐
- j ARMY veterans display dedication and loyalty to job and company. ☐ ☐ ☐ ☐ ☐
- k ARMY veterans profit from constructive performance feedback. ☐ ☐ ☐ ☐ ☐
- l ARMY veterans stick with a task until it is completed, in spite of distractions. ☐ ☐ ☐ ☐ ☐
- m ARMY veterans come up with alternative approaches which lead to a sound conclusion. ☐ ☐ ☐ ☐ ☐
- n ARMY veterans display self-discipline in personal and work activities. ☐ ☐ ☐ ☐ ☐
- o ARMY veterans participate as team members (e.g., help co-workers, share helpful information, etc.). ☐ ☐ ☐ ☐ ☐
- p ARMY veterans strive to take on increased responsibility. ☐ ☐ ☐ ☐ ☐
- q ARMY veterans follow prescribed safety standards. ☐ ☐ ☐ ☐ ☐
- r ARMY veterans are able to assemble and/or operate tools or equipment used on the job. ☐ ☐ ☐ ☐ ☐
- s ARMY veterans make it a practice to follow up on things to be sure they get done. ☐ ☐ ☐ ☐ ☐

3b. IN YOUR OPINION, COMPARED TO JOB APPLICANTS IN GENERAL DO ARMY VETERANS POSSESS LESS, THE SAME, OR MORE OF THESE CHARACTERISTICS?

Select one response for each statement from the following scale:

LESS
SAME
MORE

- ☐ ☐ ☐
- ☐ ☐ ☐
- ☐ ☐ ☐
- ☐ ☐ ☐
- ☐ ☐ ☐
- ☐ ☐ ☐
- ☐ ☐ ☐
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- ☐ ☐ ☐
- ☐ ☐ ☐
- ☐ ☐ ☐
- ☐ ☐ ☐

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3a. (Continued) INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS.

Select one response for each statement from the following scale:

DISAGREE COMPLETELY
DISAGREE SOMEWHAT
NEITHER AGREE NOR DISAGREE
AGREE SOMEWHAT
AGREE COMPLETELY

- t. ARMY veterans are willing to put in extra time at work. ☐ ☐ ☐ ☐ ☐
- u. ARMY veterans ask pertinent questions which yield the information needed. ☐ ☐ ☐ ☐ ☐
- v. ARMY veterans act in a professional manner. ☐ ☐ ☐ ☐ ☐
- w. ARMY veterans listen carefully to instructions and carry them out. ☐ ☐ ☐ ☐ ☐
- x. ARMY veterans are punctual in getting to work. ☐ ☐ ☐ ☐ ☐
- y. ARMY veterans are organized and able to handle many things at once. ☐ ☐ ☐ ☐ ☐
- z. ARMY veterans recognize when help or advice from others is needed. ☐ ☐ ☐ ☐ ☐
- aa. ARMY veterans provide helpful, friendly service to others who may be impatient or indecisive. ☐ ☐ ☐ ☐ ☐
- ab. ARMY veterans seek clarification when something is unclear. ☐ ☐ ☐ ☐ ☐
- ac. ARMY veterans adapt to unusual work environments (e.g., confined spaces, damp or dirty areas, height, etc.) ☐ ☐ ☐ ☐ ☐
- ad. ARMY veterans are efficient in completing assigned work. ☐ ☐ ☐ ☐ ☐
- ae. ARMY veterans show respect for peers, subordinates, and supervisors. ☐ ☐ ☐ ☐ ☐
- af. ARMY veterans work well under close supervision. ☐ ☐ ☐ ☐ ☐
- ag. ARMY veterans keep physically fit and understand the importance of good health. ☐ ☐ ☐ ☐ ☐
- ah. ARMY veterans consistently check their work and correct errors. ☐ ☐ ☐ ☐ ☐
- ai. ARMY veterans handle situations on their own without needing instruction. ☐ ☐ ☐ ☐ ☐
- aj. ARMY veterans are able to adapt quickly to new situations and work well with newly formed groups. ☐ ☐ ☐ ☐ ☐
- ak. ARMY veterans review their activities and assess need for change. ☐ ☐ ☐ ☐ ☐
- al. ARMY veterans are able to take on a leadership role when necessary and manage a group in completing a task. ☐ ☐ ☐ ☐ ☐
- am. ARMY veterans explain ideas clearly. ☐ ☐ ☐ ☐ ☐
- an. ARMY veterans act responsibly in caring for company property. ☐ ☐ ☐ ☐ ☐
- ao. ARMY veterans can report accurately on what others have said. ☐ ☐ ☐ ☐ ☐

3b. (Continued) IN YOUR OPINION, COMPARED TO JOB APPLICANTS IN GENERAL, DO ARMY VETERANS POSSESS LESS, THE SAME, OR MORE OF THESE CHARACTERISTICS?

Select one response for each statement from the following scale:

- ☐ LESS ☐ SAME ☐ MORE
- ☐ ☐ ☐
- ☐ ☐ ☐
- ☐ ☐ ☐
- ☐ ☐ ☐
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Please go on to the next page

4. INDICATE IF THE FOLLOWING STATEMENTS ARE TRUE OR FALSE FOR THE ENTRY-LEVEL JOBS IN YOUR COMPANY:

- | | True | False |
|---|-----------------------|-----------------------|
| a. Male veterans are more qualified than male nonveterans | <input type="radio"/> | <input type="radio"/> |
| b. Male veterans are more qualified than female veterans | <input type="radio"/> | <input type="radio"/> |
| c. Male veterans are more qualified than female nonveterans | <input type="radio"/> | <input type="radio"/> |
| d. Female veterans are more qualified than female nonveterans | <input type="radio"/> | <input type="radio"/> |
| e. Female veterans are more qualified than male veterans | <input type="radio"/> | <input type="radio"/> |
| f. Female veterans are more qualified than male nonveterans | <input type="radio"/> | <input type="radio"/> |

5. HOW MUCH KNOWLEDGE DO YOU HAVE ABOUT THE SKILLS AND ABILITIES OF ARMY VETERANS EMPLOYED BY YOUR COMPANY? (Mark only one)

- ☐ Very much
☐ Much
☐ Some
☐ Little
☐ None

6. HOW MANY PERMANENT EMPLOYEES WORK FOR YOUR COMPANY? (Mark only one)

- ☐ 1-10 permanent employees
☐ 11-100 permanent employees
☐ 101-500 permanent employees
☐ Over 500 permanent employees

7. WHAT IS YOUR PRIMARY SOURCE OF NEW EMPLOYEES? (Mark only one)

- ☐ Employment agency
☐ Employee referrals
☐ Mailed resumes
☐ Walk-in
☐ College placement office
☐ Newspaper advertisements
☐ Other

8. WHO MAKES THE FINAL HIRING DECISIONS IN YOUR COMPANY? (Mark all that apply)

- ☐ President
☐ Vice-President
☐ Personnel or Human Resources Manager
☐ Upper-level manager
☐ Middle-level manager
☐ Lower-level manager
☐ Other

Please go on to the next page

9. WHAT IS THE MINIMUM LEVEL OF EDUCATION REQUIRED FOR MOST ENTRY-LEVEL JOBS IN YOUR COMPANY? (Mark only one)

- ☐ No high school diploma or equivalent credential required
- ☐ GED/Equivalency
- ☐ High school diploma
- ☐ Vocational/Technical school
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Graduate degree

10. DOES YOUR COMPANY HAVE A FORMAL JOB SKILLS TRAINING PROGRAM FOR NEW EMPLOYEES? YES NO
..... ☒ ☐

11. DOES YOUR COMPANY PRIMARILY PROMOTE FROM WITHIN? ☒ ☐

12. DOES YOUR COMPANY ASK JOB APPLICANTS IF THEY ARE VETERANS EITHER ON A JOB APPLICATION OR DURING AN INTERVIEW? ☒ ☐

13. DOES YOUR COMPANY HAVE A FORMAL POLICY FOR THE RECRUITMENT AND HIRING OF VETERANS? ☒ ☐

14. IN WHICH BRANCH(ES) OF THE MILITARY HAVE THE VETERANS IN YOUR COMPANY SERVED? (Mark all that apply)

- ☐ Army
- ☐ Navy
- ☐ Marine Corps
- ☐ Air Force
- ☐ Coast Guard
- ☐ There have not been any veterans working in our company.
- ☐ Don't know

15. WHICH BRANCH OF THE MILITARY DO YOU FEEL BEST PREPARES VETERANS FOR ENTRY-LEVEL JOBS IN YOUR COMPANY? (Mark only one)

- ☐ Army
- ☐ Navy
- ☐ Marine Corps
- ☐ Air Force
- ☐ Coast Guard
- ☐ All branches prepare veterans for our entry-level jobs.
- ☐ The military does not prepare veterans for our entry-level jobs.

16. WHAT PERCENTAGE OF ENLISTED SOLDIERS IN THE ARMY DO YOU THINK HAVE AT LEAST A HIGH SCHOOL DIPLOMA? (Mark only one)

- ☐ 100%
- ☐ 90%
- ☐ 80%
- ☐ 70%
- ☐ 60%
- ☐ 50%
- ☐ Less than 50%

Please go on to the next page

The following questions ask about your experience with the Reserves and the National Guard. The Reserves and the National Guard are separate components of the military services. Normally, both the Reserves and the Guard have a monthly weekend drill and two weeks annual training.

17. HAS YOUR COMPANY EVER EMPLOYED INDIVIDUALS WHO WERE IN THE RESERVES OR NATIONAL GUARD?

(Mark only one)

- ☐ No
- ☐ Yes, but not in the last 5 years
- ☐ Yes, in the last 5 years, but not currently
- ☐ Yes, currently
- ☐ Don't know

18. IN WHICH BRANCH OF THE RESERVES/NATIONAL GUARD DO THE INDIVIDUALS IN YOUR COMPANY SERVE?

(Mark all that apply)

- ☐ Does not apply. In the last 5 years we have not had any employees who were in the Reserves or National Guard.
- ☐ Army Reserve
- ☐ Marine Corps Reserve
- ☐ Air Force Reserve
- ☐ Navy Reserve
- ☐ Army National Guard
- ☐ Air National Guard
- ☐ Don't know

19. HOW DIFFICULT HAS IT BEEN TO ACCOMMODATE THE ANNUAL TRAINING REQUIREMENT INTO THE WORK SCHEDULE OF THE EMPLOYEE-MEMBERS OF THE RESERVES/NATIONAL GUARD? (Normally one weekend a month and 14-15 days a year) (Mark only one)

- ☐ Does not apply. In the last 5 years we have not had any employees who were in the Reserves or National Guard.
- ☐ Not difficult at all
- ☐ Somewhat difficult
- ☐ Very difficult
- ☐ Almost impossible
- ☐ Don't know

20. HOW USEFUL OR DETRIMENTAL TO YOUR COMPANY ARE THE MILITARY SKILLS LEARNED BY YOUR EMPLOYEES WHO ARE MEMBERS OF THE RESERVES/NATIONAL GUARD? (Mark only one)

- ☐ Does not apply. In the last 5 years we have not had any employees who were in the Reserves or National Guard.
- ☐ Very useful
- ☐ Useful
- ☐ Neither useful nor detrimental
- ☐ Detrimental
- ☐ Very detrimental
- ☐ Don't know

Please go on to the next page

21. HOW WOULD YOU DESCRIBE YOUR COMPANY'S PERSONNEL POLICIES ABOUT EMPLOYEES' PARTICIPATION IN THE RESERVES/NATIONAL GUARD? (Mark only one)

- ☐ Very supportive
- ☐ Supportive
- ☐ Neither supportive nor non-supportive
- ☐ Non-supportive
- ☐ Very non-supportive
- ☐ There are no policies on this issue.
- ☐ Don't know

22. THE CHANGES OVER THE LAST TEN YEARS IN YOUR COMPANY'S POLICY TOWARDS EMPLOYEE PARTICIPATION IN RESERVES/NATIONAL GUARD TRAINING CAN BE DESCRIBED IN WHICH OF THE FOLLOWING WAYS: (Mark only one)

- ☐ Much more supportive
- ☐ Somewhat more supportive
- ☐ Less supportive
- ☐ Much less supportive
- ☐ There have been no changes in the last ten years.
- ☐ Don't know

23. IN YOUR PERSONAL OPINION, HOW CRITICAL ARE THE RESERVES/NATIONAL GUARD TO THE NATION'S DEFENSE? (Mark only one)

- ☐ Critical
- ☐ Important
- ☐ Unimportant
- ☐ Don't know

SURVEY COMPLETION

Thank you for completing this survey. Now . . . To finish you need to:

- Step 1. Put this booklet in the business reply envelope provided.**
- Step 2. Seal the envelope.**
- Step 3. Mail the envelope as soon as possible.**

You will receive a copy of the general results of this survey as soon as they become available.

THANK YOU FOR YOUR COOPERATION.

APPENDIX B
PERCENTAGE RATED IMPORTANT BY COMPANY CHARACTERISTIC

Size	Very Small	Small	Medium	Large	Chi-Square	Dependable	Follows Instructions	Cares for company property	Safety classification	Efficient	Technician	Respects co-workers	Punctual	Good judgement	Team player	Sticks with task	Self-disciplined	Dedicated
Region																		
1st	98.8	97.4	95.6	94.9	94.4	94.1	93.7	93.0	92.9	92.9	93.1	92.9	92.9	92.9	92.9	90.7	89.7	89.7
2nd	99.0	96.3	92.5	92.5	92.5	92.5	92.5	92.5	92.5	92.5	92.5	92.5	92.5	92.5	92.5	87.2	91.1	91.1
4th	99.5	94.0	86.9	88.7	91.5	91.9	90.1	96.3	89.6	87.7	88.2	87.9	87.9	87.9	87.9	88.1	82.6	82.6
5th	99.3	95.0	86.6	91.0	90.7	89.3	87.6	93.4	88.8	89.9	89.9	83.5	83.5	83.5	83.5	88.1	82.6	82.6
6th	0.0	0.2	0.7	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.3	0.1	0.1
Chi-Square																		
1st	97.2	97.9	95.1	89.4	92.7	87.1	89.3	92.6	89.6	86.9	85.9	86.5	86.5	86.5	86.5	85.4	84.1	84.1
2nd	99.9	94.8	98.8	99.4	99.8	94.8	93.1	99.4	93.7	93.3	93.3	93.4	93.4	93.4	93.4	91.2	99.4	99.4
4th	97.0	92.4	93.6	85.1	85.4	96.9	89.2	85.5	93.5	93.5	93.5	93.5	93.5	93.5	93.5	88.0	89.5	89.5
5th	100.0	99.5	96.5	99.9	94.4	93.6	96.5	99.9	94.6	97.9	98.4	98.4	98.4	98.4	98.4	98.2	85.2	85.2
6th	100.0	99.9	91.6	99.8	98.9	98.8	99.2	89.2	97.9	98.6	98.6	98.5	98.5	98.5	98.5	87.8	93.1	93.1
Chi-Square																		
2.4	4.1	3.0	10.8	6.5	4.6	4.6	4.0	6.9	3.3	6.3	7.5	3.6	4.7	4.7	4.7	3.6	4.7	4.7
Type																		
Wholesale & Retail	98.4	97.4	99.7	93.8	91.6	94.8	94.7	88.5	95.9	90.2	97.5	92.9	92.9	92.9	92.9	86.5	89.3	89.3
Agriculture, etc.	99.4	94.7	97.5	92.8	97.3	90.7	93.2	96.9	80.2	90.6	90.6	92.2	92.2	92.2	92.2	88.7	91.8	91.8
Transportation, etc.	98.8	98.4	90.4	96.5	94.7	95.4	92.0	95.1	96.9	96.9	96.9	96.9	96.9	96.9	96.9	93.6	89.3	89.3
Chi-Square																		
0.1	1.0	5.5	0.7	1.2	0.9	0.9	0.5	2.7	9.9	2.3	2.3	0.0	0.0	0.0	0.0	1.6	0.2	0.2
Veterans in Company																		
No	97.1	95.8	95.1	97.0	90.0	88.3	94.0	94.0	96.4	85.5	97.5	94.0	94.0	94.0	94.0	93.1	88.3	88.3
Yes	99.1	98.2	94.5	93.6	94.7	93.9	92.8	93.2	92.1	94.9	90.2	92.6	92.6	92.6	92.6	88.4	89.1	89.1
Chi-Square																		
0.7	0.6	0.0	0.4	0.8	2.4	2.4	0.0	0.0	0.6	2.9	2.9	0.1	0.1	0.1	0.1	0.5	0.0	0.0
Min Educ Requirement																		
No HS Diploma	95.1	96.9	95.5	91.7	94.0	87.5	89.3	94.6	84.0	85.0	85.0	86.4	86.4	86.4	86.4	84.2	85.7	85.7
GED	100.0	96.6	97.4	98.8	96.3	99.5	92.9	100.0	91.7	91.7	91.7	98.8	98.8	98.8	98.8	85.8	98.7	98.7
HS Diploma	100.0	97.7	97.8	93.8	96.0	96.0	98.8	97.4	96.0	98.9	98.9	95.6	95.6	95.6	95.6	96.3	92.5	92.5
Vocational	100.0	99.3	99.1	100.0	94.5	100.0	100.0	88.6	88.6	100.0	100.0	88.6	88.6	88.6	88.6	89.6	78.8	78.8
Associates	100.0	99.9	98.9	84.9	87.1	88.6	87.1	99.9	99.9	100.0	100.0	98.6	98.6	98.6	98.6	98.0	86.9	86.9
Bachelors	100.0	98.7	73.7	98.1	82.8	98.7	87.4	98.1	98.1	98.1	98.1	90.1	90.1	90.1	90.1	77.3	97.9	97.9
Graduate	100.0	97.3	92.6	100.0	97.3	100.0	93.5	97.3	100.0	96.3	96.3	95.3	95.3	95.3	95.3	96.3	96.3	96.3
Chi-Square																		
4.9	0.6	12.4	3.4	3.1	5.9	5.9	13.6	11.1	6.8	8.1	4.8	7.3	7.3	7.3	7.3	7.3	5.2	5.2

Sources: 1990 ARI Survey of Employers

*p < .05

PERCENTAGE RATED IMPORTANT BY COMPANY CHARACTERISTIC

		Works cooperatively	Professional manner	Checks work	Profits from feedback	Follows safety standards	Follows up work	Seeks help when needed	Recognizes & corrects problems	Trains quickly	Asks questions	Helpful to others	Self-confident
Size	Very Small	89.2	89.4	88.9	88.2	88.4	87.9	86.8	87.1	86.4	85.1	84.4	83.1
	Small	90.5	88.1	89.5	90.7	88.2	90.7	87.6	85.1	85.6	78.6	79.0	79.0
	Medium	93.7	85.2	81.4	90.7	84.2	83.9	80.1	76.6	80.3	78.4	67.6	68.6
	Large	95.2	84.1	81.6	89.8	85.5	83.2	83.3	78.6	87.8	80.8	76.1	68.2
	Chi-Square	0.1	0.1	0.1	0.1	0.0	0.2	0.1	0.3	0.1	0.4	0.8	0.5
Region	1st	90.0	85.6	85.9	82.0	92.7	83.1	82.8	84.2	85.5	83.6	77.3	74.2
	2nd	94.4	93.8	95.7	80.8	92.4	82.8	90.3	76.9	86.6	88.4	89.2	90.5
	4th	75.4	81.6	76.2	83.0	79.6	80.2	79.1	84.0	75.3	84.5	72.6	81.8
	5th	91.9	93.8	91.2	93.4	85.4	98.8	90.9	93.9	94.8	86.9	85.5	82.8
	Chi-Square	94.2	90.9	96.8	98.9	89.9	93.6	90.0	90.9	86.3	84.2	91.3	83.4
		7.2	3.5	7.8	7.2	3.6	7.4	3.1	4.3	4.9	0.8	5.5	3.1
Type	Wholesale & Retail	87.7	96.1	85.9	86.8	84.4	82.5	91.0	80.9	83.8	87.5	86.3	82.7
	Agriculture, etc.	88.0	81.9	91.1	91.3	90.1	88.5	79.3	86.5	84.1	88.2	76.5	84.7
	Transportation, etc.	91.5	87.6	90.0	88.4	90.3	92.4	87.4	91.0	89.0	82.8	84.6	80.7
	Chi-Square	0.5	4.3	1.0	0.4	1.1	2.6	2.3	2.4	0.8	0.7	1.4	0.2
Veterans in Company	No	94.0	92.3	83.3	92.6	81.1	89.6	97.1	86.7	93.7	88.3	86.2	85.0
	Yes	89.0	88.9	90.0	87.2	88.9	87.6	84.4	86.1	84.0	85.4	82.6	79.9
	Chi-Square	0.6	0.3	1.0	0.6	1.2	0.1	3.0	0.0	1.6	0.1	0.2	0.4
Min Educ Requirement	No HS Diploma	87.2	77.3	80.6	84.7	94.1	86.1	75.9	81.1	78.3	80.0	75.7	73.6
	GED	96.4	95.6	73.3	78.8	97.4	80.4	89.5	86.1	95.8	78.2	86.7	84.0
	HS Diploma	91.4	96.0	95.3	92.3	87.2	94.6	91.6	93.2	93.6	83.5	87.9	89.4
	Vocational	93.3	87.5	98.6	99.3	76.3	94.2	99.9	90.6	85.7	99.4	86.7	88.1
	Associates	98.0	98.00	76.6	86.6	71.1	86.6	86.7	90.3	74.6	78.0	86.4	63.2
	Bachelors	75.1	99.9	89.9	88.6	87.6	73.8	89.5	71.5	72.9	96.8	71.3	70.9
	Graduate	99.1	100.0	92.6	100.0	97.3	100.0	100.0	99.1	100.0	96.3	100.0	99.1
	Chi-Square	4.4	11.0	10.0	4.6	6.5	5.9	7.7	5.3	7.8	5.3	3.7	6.7

B-3

	Adjusts priorities	Defines/solves problems	Works without instructions	Seeks responsibility	Reports accurately	Adaptable	Finds alternate approaches	Organized	Operates tools/equipment	Explains clearly	Self-reviews
Size											
Very Small	83.2	80.5	81.6	80.0	78.7	78.6	77.2	76.7	78.3	75.6	72.9
Small	77.6	84.3	72.6	79.4	74.5	72.0	79.2	78.6	67.1	72.9	73.8
Medium	71.1	72.7	66.1	61.4	64.5	72.2	63.6	59.7	54.2	68.5	61.2
Large	76.9	70.5	69.8	73.6	70.0	73.5	65.9	68.1	54.1	67.8	58.4
Chi-Square	0.5	0.3	1.1	0.4	0.4	0.5	0.3	0.4	1.8	0.1	0.2
Region											
1st	70.7	75.4	67.0	71.1	75.7	72.9	65.8	64.4	72.6	68.7	55.5
2nd	78.8	80.0	82.5	82.6	94.3	81.7	73.4	83.4	64.9	67.3	81.5
4th	74.2	75.0	74.7	68.0	70.9	63.4	69.3	69.7	69.2	71.7	65.9
5th	94.0	87.1	93.5	88.4	73.6	80.3	85.5	82.8	79.2	75.5	73.0
6th	91.5	84.6	83.7	83.8	80.9	89.4	89.7	83.5	90.6	90.2	90.7
Chi-Square	9.4	2.8	7.6	5.1	5.5	6.1	8.1	6.2	6.8	5.2	11.2
Type											
Wholesale & Retail	76.3	76.4	78.5	79.3	79.2	73.6	74.1	76.7	72.2	76.0	65.4
Agriculture, etc.	81.7	83.8	80.7	85.4	81.7	73.2	81.6	78.9	83.0	74.9	74.2
Transportation, etc.	86.9	82.8	81.0	77.0	75.0	82.8	77.5	75.7	76.1	74.6	77.7
Chi-Square	2.1	0.9	0.1	0.9	0.6	1.8	0.6	0.1	1.2	0.0	2.1
Veterans in Company											
No	81.4	80.1	68.8	73.6	73.5	69.8	75.6	85.9	70.3	60.7	63.7
Yes	81.5	79.7	82.2	80.0	77.7	78.3	76.1	72.0	75.5	78.0	72.9
Chi-Square	0.0	0.0	2.3	0.5	0.2	0.9	0.0	2.2	0.3	3.3	0.9
Min Educ Requirement											
No HS Diploma	72.6	71.1	69.8	69.9	64.8	67.6	69.3	69.9	80.0	55.9	61.1
GED	83.8	70.2	76.7	87.1	86.4	66.6	80.5	76.9	65.0	61.8	66.5
HS Diploma	87.2	91.7	93.1	86.7	81.4	86.0	86.6	86.7	82.1	85.9	77.3
Vocational	97.7	87.5	88.9	86.7	86.8	85.7	80.3	81.9	80.5	79.0	86.4
Associates	77.0	67.2	52.6	75.0	86.8	77.0	54.5	65.0	58.9	83.5	53.6
Bachelors	71.9	73.6	61.5	60.4	62.2	71.2	49.2	57.9	57.9	81.3	68.4
Graduate	100.0	99.1	58.6	93.5	92.6	93.5	100.0	100.0	2.4	99.1	97.3
Chi-Square	6.8	8.8	14.4	7.1	6.8	5.9	5.0	9.1	6.7	11.7	5.9

PERCENTAGE RATED IMPORTANT BY COMPANY CHARACTERISTIC

	Works with supervision	Works extra time	Leadership	Physically fit	Adapts to work environment
Size					
Very Small	73.3	72.2	70.7	68.7	56.3
Small	70.5	74.1	64.4	58.6	52.6
Medium	58.0	65.7	57.3	52.4	42.2
Large	55.4	73.5	55.6	48.4	48.2
Chi-Square	0.3	0.1	0.5	1.0	0.2
Region					
1st	66.3	76.3	56.0	57.4	48.6
2nd	88.2	76.0	64.6	72.7	53.0
4th	66.5	71.1	63.8	69.0	53.4
5th	74.8	73.2	83.9	66.8	65.1
6th	68.7	66.7	81.8	70.8	53.3
Chi-Square	5.	1.1	9.5	2.1	4.0
Type					
Wholesale & Retail	72.0	79.2	73.8	66.0	48.6
Agriculture, etc.	75.8	62.4	73.0	70.6	68.2
Transportation, etc.	71.5	72.3	64.7	66.0	54.3
Chi-Square	0.2	2.7	1.3	0.2	3.0
Veterans in Company					
No	80.0	83.1	62.2	57.6	59.2
Yes	68.7	68.3	70.1	65.8	53.8
Chi-Square	1.3	2.3	0.6	0.6	0.2
Min Educ Requirement					
No HS Diploma	67.6	68.6	56.2	62.8	65.5
GED	74.5	85.1	54.4	79.7	58.6
HS Diploma	86.3	83.3	88.6	69.5	66.3
Vocational	61.7	58.5	78.2	70.3	41.7
Associates	51.1	85.9	50.2	39.3	38.2
Bachelors	49.5	40.9	32.7	52.0	7.9
Graduate	97.3	96.3	99.1	52.2	3.4
Chi-Square	10.9	12.1	21.6	5.0	17.0

APPENDIX C
PERCENTAGE AGREED VETERANS POSSESS ATTRIBUTE
BY COMPANY CHARACTERISTIC

	Dependable	Follows Instructions	Cares for company property	Seeks clarification	Efficient	Enthusiastic	Respects co-workers	Punctual	Good judgement	Team player	Sticks with task	Self-disciplined	Dedicated
Size													
Very Small	56.2	51.8	49.4	50.4	49.6	44.8	56.3	50.4	42.8	57.1	43.0	54.9	48.7
Small	48.7	57.2	45.5	44.4	48.3	43.8	56.0	53.2	46.7	51.8	43.7	53.0	48.4
Medium	59.2	54.6	47.3	47.1	46.8	45.7	61.0	52.7	44.0	59.3	43.4	62.8	47.1
Large	58.0	51.4	43.1	38.3	39.0	44.0	58.3	50.3	42.0	55.3	38.8	52.5	47.6
Chi-Square	0.4	0.2	0.1	0.3	0.0	0.0	0.0	0.1	0.1	0.2	0.0	0.1	0.0
Region													
1st	52.2	53.3	43.4	32.5	41.7	36.1	55.7	46.9	41.2	47.7	36.8	50.6	44.1
2nd	71.3	61.8	54.0	60.9	54.6	59.0	65.6	59.5	45.7	50.1	48.4	57.4	62.4
4th	36.8	41.2	44.2	38.1	42.0	29.5	46.3	37.9	28.4	47.3	39.5	50.3	38.9
5th	53.1	54.6	56.5	61.2	60.0	47.5	71.7	63.3	56.4	59.9	54.3	58.7	48.5
6th	64.3	52.9	46.3	58.0	49.1	56.1	39.1	46.8	42.6	71.5	40.5	56.6	51.2
Chi-Square	7.1	2.1	1.7	8.5	2.9	7.5	9.7	4.5	4.8	7.1	3.0	0.8	3.2
Type													
Wholesale & Retail	57.1	57.8	47.6	58.3	51.7	47.0	58.3	55.5	45.0	53.6	50.3	59.7	55.0
Agriculture, etc.	47.4	45.6	52.0	47.9	41.3	41.2	51.8	46.8	42.2	58.6	43.0	49.0	43.0
Transportation, etc.	57.7	52.4	48.1	43.5	51.8	44.7	57.2	49.3	42.7	57.4	37.7	53.8	46.7
Chi-Square	1.0	1.1	0.2	2.3	1.0	0.3	0.3	0.7	0.1	0.2	1.8	0.9	1.3
Veterans in Company													
No	47.3	51.1	43.4	28.2	43.8	45.0	50.7	40.1	36.4	48.6	28.9	43.1	42.6
Yes	58.6	53.2	49.7	55.3	50.8	44.0	59.0	53.6	42.7	59.1	48.3	57.6	51.3
Chi-Square	1.1	0.0	0.2	6.0	0.4	0.0	0.6	1.5	0.3	0.9	3.2	1.8	0.7
Min Educ Requirement													
No HS Diploma	42.7	47.7	41.4	45.7	46.3	35.8	54.6	54.8	31.3	59.0	44.2	44.8	45.4
GED	29.5	41.1	38.3	37.1	27.7	23.5	53.3	51.4	32.7	29.3	31.1	53.7	37.1
HS Diploma	71.2	57.9	51.9	57.4	52.3	53.7	57.7	52.8	56.2	60.1	52.5	64.6	53.5
Vocational	85.6	60.1	55.5	56.3	67.4	73.4	71.3	57.3	50.1	78.8	57.4	64.6	70.9
Associates	29.8	43.2	52.5	32.1	33.3	18.3	56.6	32.0	29.0	66.7	21.9	56.5	53.0
Bachelors	54.2	51.4	60.1	48.5	61.6	54.7	47.8	33.5	36.9	61.3	33.4	50.8	35.7
Graduate	49.7	49.7	49.7	3.5	6.5	13.3*	2.4	49.7	7.2	8.3	5.7	56.2	53.5
Chi-Square	19.4*	2.2	2.8	3.5	6.5	13.3*	2.4	3.3	7.2	8.3	5.7	3.9	5.1

Source: 1990 ARI Survey of Employers
 *p < .05

PERCENTAGE AGREED VETERANS POSSESS ATTRIBUTE
BY COMPANY CHARACTERISTIC

	Works cooperatively	Professional manner	Checks work	Profitee from feedback	Follows safety standards	Follows up work	Seeks help when needed	Recognizes & corrects problems	Trains quickly	Asks questions	Helpful to others	Self-confident
Size												
Very Small	57.3	35.6	35.2	50.0	56.8	36.3	39.4	41.0	47.5	40.7	40.3	60.1
Small	45.9	53.1	29.7	43.7	48.8	34.9	37.1	34.8	48.9	43.5	35.7	54.6
Medium	47.2	51.3	25.1	47.7	50.3	37.4	33.9	37.5	46.9	42.7	33.0	69.4
Large	50.1	48.6	25.2	38.9	54.1	34.0	25.7	32.7	46.1	35.6	32.1	61.4
Chi-Square	1.0	0.2	0.3	0.3	0.5	0.0	0.1	0.3	0.0	0.1	0.2	0.3
Region												
1st	47.7	51.3	17.8	38.8	41.3	24.8	29.4	27.7	37.3	28.7	31.3	50.9
2nd	49.6	65.8	42.8	60.8	71.7	54.9	50.3	55.8	55.9	49.3	42.4	67.8
4th	42.0	50.8	26.2	33.1	44.9	30.8	31.1	41.6	43.6	29.2	26.5	60.1
5th	66.4	63.3	41.9	62.1	63.7	46.2	49.0	42.3	53.9	49.6	53.0	60.4
6th	69.0	53.4	44.3	51.7	57.0	30.5	38.6	39.9	52.7	46.1	39.1	61.0
Chi-Square	6.6	2.6	8.0	7.5	9.1	7.5	4.1	4.8	3.7	8.9	8.8	1.7
Type												
Wholesale & Retail	59.5	63.3	39.0	60.0	58.3	36.7	38.4	36.7	56.0	38.7	37.0	62.8
Agriculture, etc.	51.4	46.1	34.3	40.9	57.3	33.3	41.6	41.8	40.1	40.1	39.0	59.2
Transportation, etc.	54.6	57.5	30.7	45.0	52.7	37.1	37.9	41.7	45.3	43.5	41.6	57.0
Chi-Square	0.5	2.2	0.8	3.5	0.4	0.2	0.1	0.3	2.2	0.3	0.2	0.4
Veterans in Company												
No	38.8	54.6	21.1	42.4	45.5	25.0	26.4	37.0	30.1	33.7	25.2	46.4
Yes	60.0	58.0	37.1	50.1	60.0	39.1	41.4	40.1	54.0	41.9	43.7	62.3
Chi-Square	3.9	0.1	2.4	0.5	1.8	1.8	1.9	0.1	4.9	0.6	3.0	2.2
Min Educ Requirement												
No HS Diploma	56.2	51.2	31.5	48.2	60.2	35.6	43.9	39.1	45.2	38.3	41.5	52.2
GED	33.8	53.6	24.2	33.9	46.4	30.0	34.7	31.4	41.1	33.5	33.9	51.3
HS Diploma	61.6	59.2	42.4	59.9	59.3	47.3	45.8	43.4	57.3	45.9	47.1	72.5
Vocational	63.5	64.1	52.1	66.3	63.8	46.2	27.8	64.3	53.8	68.0	35.7	68.0
Associates	64.0	56.4	6.4	22.0	41.8	8.5	30.3	8.6	10.6	31.3	13.9	33.3
Bachelors	60.3	61.5	22.3	39.8	60.1	11.9	25.5	23.5	60.5	10.0	33.3	52.1
Graduate	52.2	49.7	3.7	3.7	53.5							6.2
Chi-Square	3.9	1.0	7.7	8.2	2.1	8.9	3.5	9.0	7.4	10.4	4.0	8.1

PERCENTAGE AGREED VETERANS POSSESS ATTRIBUTE
BY COMPANY CHARACTERISTIC

Size	Very Small	Small	Medium	Large	Chi-Square	Adjusts priorities	Defines/solves problems	Works without instructions	Seeks responsibility	Reports accurately	Adaptable	Finds alternate approaches	Organized	Operates tools/equipment	Explains clearly	Self-reliance
	38.4	40.5	35.5	35.4	41.3	47.2	30.0	35.2	52.0	37.0	30.7					
	34.8	40.8	37.4	34.8	36.0	46.2	35.0	34.8	46.6	35.2	33.0					
	35.4	40.8	29.6	39.3	36.9	41.6	30.8	33.2	43.4	26.7	27.8					
	32.9	32.5	30.2	38.4	34.2	36.6	23.1	27.5	46.1	27.2	23.8					
	0.1	0.0	0.1	0.0	0.2	0.1	0.2	0.0	0.2	0.1	0.1					
Region	1st	2nd	4th	5th	6th	Chi-Square										
	23.7	32.6	19.9	26.2	33.2	36.9	24.7	27.5	44.2	26.1	18.3					
	49.7	42.2	53.3	41.2	36.2	49.9	35.3	38.7	48.5	47.9	34.4					
	25.7	35.9	30.5	27.8	32.2	40.9	27.2	33.2	36.9	36.7	23.5					
	53.7	53.4	46.0	47.3	47.9	53.5	37.4	36.6	71.5	30.3	47.7					
	38.2	40.8	36.1	34.0	50.9	50.4	27.5	43.2	48.6	44.4	29.7					
	9.3	3.5	8.2	4.8	3.8	5.3	2.8	2.0	10.2	4.5	7.9					
Type	Wholesale & Retail	Agriculture, etc.	Transportation, etc.	Chi-Square												
	42.9	41.8	40.6	39.3	43.1	54.5	31.1	40.3	60.2	45.0	35.9					
	40.1	39.8	36.8	29.0	43.8	43.3	30.6	33.3	39.9	32.0	32.6					
	32.9	39.9	31.3	35.7	36.9	43.1	30.3	32.0	50.0	32.5	26.2					
	1.2	0.1	1.0	0.9	0.6	1.6	0.0	0.8	3.2	2.1	1.2					
Veterans in Company	No	Yes	Chi-Square													
	28.3	36.2	29.2	26.0	27.1	32.0	21.7	37.6	34.7	22.9	30.5					
	41.0	41.5	36.2	38.3	44.0	50.9	32.2	33.3	57.5	39.9	31.1					
	1.4	0.3	0.4	1.4	2.4	3.0	1.1	0.2	4.5	2.6	0.0					
Min Educ Requirement	No HS Diploma	GED	HS Diploma	Vocational	Associates	Bachelors	Graduate	Chi-Square								
	38.4	39.4	35.9	33.4	37.6	37.8	35.5	31.7	56.2	31.3	29.6					
	38.2	26.2	26.3	29.9	34.4	41.0	32.1	31.3	42.5	25.8	23.7					
	41.3	49.7	35.6	37.6	40.6	50.6	29.8	42.3	57.3	42.8	35.1					
	58.2	49.0	50.6	66.5	55.3	63.5	48.8	42.1	61.9	41.7	38.0					
	22.2	19.8	6.5	10.5	29.6	24.3	18.4	5.8	42.1	18.5	2.9					
	25.4	27.2	49.7	22.5	56.6	57.9	11.3	33.1	34.1	49.7	34.6					
	3.7	5.7	5.9	9.8	3.5	5.8	5.3	4.7	3.9	4.1	4.1					

PERCENTAGE AGREED VETERANS POSSESS ATTRIBUTE
BY COMPANY CHARACTERISTIC

		Works with supervision	Works extra time	Leadership	Physically fit	Adapts to work environment
Size	Very Small	49.8	35.6	47.6	52.7	50.7
	Small	46.0	39.3	51.7	51.9	45.6
	Medium	50.1	37.5	51.1	51.4	48.6
	Large	44.0	35.0	43.7	51.0	48.0
	Chi-Square	0.1	0.1	0.1	0.0	0.2
Region	1st	43.0	20.1	37.8	47.2	46.5
	2nd	60.9	48.2	61.7	64.4	64.5
	4th	40.5	31.9	35.5	37.2	30.1
	5th	55.3	44.1	58.4	58.4	54.8
	6th	44.2	45.0	46.3	53.3	51.8
	Chi-Square	5.7	8.2	8.5	6.6	8.6
Type	Wholesale & Retail	50.8	38.7	50.3	54.6	51.3
	Agriculture, etc.	49.3	36.3	37.4	51.1	53.4
	Transportation, etc.	48.0	34.1	52.1	51.7	47.1
	Chi-Square	0.1	0.2	1.9	0.1	0.4
Veterans in Company	No	41.2	26.2	44.1	41.6	40.8
	Yes	51.2	38.5	49.9	56.3	52.6
	Chi-Square	0.8	1.4	0.3	1.8	1.1
Min Educ Requirement	No HS Diploma	43.7	30.4	38.3	48.3	47.3
	GED	44.5	31.7	38.1	43.8	39.7
	HS Diploma	54.2	45.0	55.2	55.9	55.7
	Vocational	51.1	49.4	71.4	65.8	60.6
	Associates	51.8	6.0	33.4	30.0	52.7
	Bachelors	62.0	23.6	37.6	63.1	35.3
	Graduate	49.7	49.7	49.7	52.2	31.7
	Chi-Square	3.0	7.2	7.5	4.0	3.2